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SYLLABUS OF LECTURES

ON THE

HISTORY OF EDUCATION

WITH

SELECTED BIBLIOGRAPHIES

BY

ELLWOOD P. CUBBERLEY

ASSOCIATE PROFESSOR OF EDUCATION,
LELAND STANFORD JUNIOR UNIVERSITY, CALIFORNIA.

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PREFACE.

The present is a revision of a Syllabus of Lectures used during the past three years with a class in the History of Education. In revising it for printing I have made such changes in arrangement and such additions and omissions as an experience of three years has seemed to indicate desirable. It is hoped that in this new form the Syllabus and appended bibliographies will prove useful as a practical guide to librarians, teachers, and individual students.

The Syllabus is based on a combination of the lecture and library methods, with occasional class discussions and reports. Instead of confining students to a few text-books, the aim has been to give them breadth of view by familiarizing them with the literature of the subject, and to provide some training in methods of independent work.

An attempt has been made to study the history of education as a phase of the history of civilization. Accordingly a close connection has been maintained between the history of the civilization of a people and the ideas on and progress of education among them. Significant political events, changes in religious ideas, the attitude of the leaders toward the great problems, the progress of scientific discovery and invention, and the rise and progress of the scientific method and national spirit have been considered as a back-ground for the study of the history of educational theories and practice. An attempt has also been made to separate what was mere theory from what was actual practice, what was particular or local from what was general; to give some coherence to that confusing period between the Protestant Revolt and the nineteenth century; to set the work of the theorists and the reformers in a proper relation to one another and to the times in which they lived, and to point out how far they have influenced the present; and finally, to sketch the great organizing movements of the nineteenth century, taking Germany, France, and England as types. Only the slightest outline of the history of education in America is given, just enough to show the relation of the European development to our own, this subject being dealt with in another course.

Such a course of lectures must, for the present at least, be built up by the lecturer. To do this economically, both for his students and himself, a Syllabus of the lectures, with names, dates, and careful citations to authorities, is a necessity. The Syllabus is an abstract, telling much in some places and almost nothing in others, which the lecturer amplifies to a certain extent. The work of the student is to read and back up this outline. In any course which deals largely with concrete facts, such as the History of Education, the History of Economic

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Theory, School Hygiene, Economic Geology, etc., and which has not been fully organized and reduced to standard text-books, or the data of which is constantly changing, a Syllabus is of particular value. In such subjects not only can a third to a half more work be done with a class by the use of an outline Syllabus, but it can also be done better than can a smaller amount under the method usually employed. With a Syllabus the student starts with the advantage of knowing just what is to be done and how to find the materials in a library with which to work. He spends his energies in working to a purpose. Proper names, dates, important facts, names of authors, the titles of books are all down in his working outline. No class time is wasted in copying such information from dictation, and no vexatious delays occur at the library from having misunderstood a title or misspelled a proper name. In the class note-taking the student is freed from the necessity of attempting to make an abstract of the lecture, and can concentrate his attention more fully upon what the lecturer says, such notes as are taken being in the nature of an amplification of the outline or of noting points to be looked up while reading. Much of the class note-taking done by students, in courses where they have no text-book or outline to follow, is not particularly profitable. The notes are usually an imperfect abstract of the lecture, points of minor importance are often exaggerated out of all proportion to their value, statements are frequently misunderstood, and the student not infrequently leaves the lecture room with a hazy conception of existing relations. With a Syllabus to follow, the class note-taking will be done much more intelligently and profitably.

A good Syllabus tends largely to remedy the defects of the lecture method. All that the Syllabus contains the student has to begin with. It becomes his text-book for the course, with the great advantage over a text-book in that it does not tell what the student ought to be finding out for himself. It is a means of making the work much more thorough and effective, though not necessarily easier to do. Finally, a logically arranged Syllabus, with reading notes, forms a basis for the best form of review.

A word should be said as to the many dates given and the length of the bibliographies. Numerous dates have been inserted throughout the Syllabus, not with the idea of having the students memorize them, but that, being constantly before their eyes, they may come to have a clear idea of the chronological sequence of events and the cross-sections, if I may use such an expression, of European history. In the bibliographies many more references have been given than any student can expect or be expected to read. The object of giving so many citations is threefold: First, to indicate a sufficient number that each student may be able to obtain and read two or three good authorities; second, to familiarize students with the available literature of each subject and provide teachers with a key to the same; and third, to give sufficient bibliographical information on each topic to enable students to work up the required semester

reports. It naturally follows that a number of brief references have been introduced in the Syllabus, such as in Section XXIV, division V, 8, a, "What Braunschweig did. (Baumeister, I, Pt. 1, 93–99, 164–167; Koldeway, I, xlvi–lxxxix, II, xl–lxx; Regener, 86–91)," for the purpose of referring teachers and advanced students to important literature and without the intention of going into details concerning these points in the lecture or of requiring students to read the works cited.

By adding new titles as the books appear the bibliographies may be made still more useful. To give some idea as to the nature and value of the literature cited the titles have been arranged in groups. In taking up each new section more detailed information as to the nature and value of each book or article should be given by the instructor.

It is a part of a college student's education to become familiar with books, to know the best that has been written on the subjects he studies, and to become somewhat familiar with the books themselves. The student in the old college who could browse about in the library had an immense advantage over the university student of to-day, who seldom gets nearer the stacks than the card catalogue. While the administration of a large library of necessity requires that the stacks be closed to the student body, it is none the less a misfortune to the individual student, and makes it all the more necessary that the instructor should provide the student with the bibliographies which he can no longer prepare, even in part, for himself. The great mass of literature at present available also makes it advisable that students and teachers be provided with a time-saving key.

With reference to the method followed in presenting the topics, as well as the subjects considered in or omitted from the Syllabus, I can only say that the present form has so far seemed to me to be the best one to follow. That I have emphasized points which others may consider of minor importance, and have omitted points which others would have inserted, I have no question. It is part of the fate of one who attempts to trace the history of intellectual progress that "he must submit," as Mr. Symonds says, "to bear the reproach of having done at once too little and too much."

Ellwood P. Cubberley.

Stanford University, California, 1902.

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I GENERAL BIBLIOGRAPHY.

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BARNARD, HENRY. *English Pedagogy.* (1862.)

BARNARD, HENRY. *Raumer's German Universities.* (1859.)

BARNARD, HENRY. *Pestalozzi and Pestalozzianism.* (1859.)

BAUMEISTER, A. *Handbuch der Erziehungs- und Unterrichtslehre für höhere Schulen;* Vol. I, Pt. 1, on *Geschichte der Pädagogik,* by T. Zeigler (1895).

BROWNING, OSCAR. *Introduction to Educational Theories.* (1885.)

COMPAYRÉ, GABRIEL. *History of Pedagogy.* (Trans. by Payne, 1885.)

DAVIDSON, THOMAS. *History of Education.* (1900.)

DITTES, FR. *Geschichte der Erziehung und des Unterrichtes.* (9th Ed., 1890.) Also bound in Dittes' *Schule der Pädagogik,* pp. 769–1040. (6th Ed., 1901.)

HAILMAN, W. N. *History of Pedagogy.* (1874.)

KAYSER, JOH. *Kehrein's Überblick der Geschichte der Erziehung und des Unterrichts.* (9th Ed., 1890.)

MUNROE, JAS. P. *The Educational Ideal.* (1895.)

PAINTER, F. V. N. *History of Education.* (1886.)

PAULSEN, FR. *Geschichte des gelehrten Unterrichts.* (2d Ed., 2 V., 1896.)

PAYNE, JOS. *Lectures on the History of Education, Works,* Vol. II. (1892.)

PLATH, JULIUS. *Schorn's Geschichte der Pädagogik.* (19th Rev. Ed., 1899.)

QUICK, R. H. *Essays on Educational Reformers.* (Rev. Ed., 1890.)

RAUMER, KARL VON. *Geschichte der Pädagogik vom wiederaufblühen klassiker Studien.* (5th Ed., 1877–80.) Translated in Barnard, above.

REGENER, FR. *Skizzen zur Geschichte der Pädagogik.* (1898.)

SCHILLER, HERMANN. *Lehrbuch der Geschichte der Pädagogik.* (2d Ed., 1891.)

SCHMID, K. A. *Geschichte der Erziehung vom Anfang an bis auf unsere Zeit.* (4 Vols., 1884–1896.)

SCHMIDT, DR. KARL. *Geschichte der Pädagogik.* (4 Vols., 4th Ed., 1878–1886.)

SEELEY, LEVI. *History of Education.* (1899.)

STEIN, LORENZ. *Das Bildungswesen.* (1884.) Often bound as Vols. V, VI, and VIII of his *Die Verwaltungslehre.*

WILLIAMS, S. G. *History of Modern Education.* (2d Ed., 1896.)

Of the general histories mentioned in the above list, Barnard, Munroe, Quick, Paulsen, Plath, Raumer, and Williams cover only the period since the Renaissance. Of the histories in English, Compayré, Davidson, Munroe, and Quick, will be found most useful, considered as a whole. The primers by Browning and Hailman are good. Munroe and Quick are the best on the modern reformers. Schmidt is no longer of value, though often found in libraries. Williams is good on some topics and worthless on others. Painter, Payne, and Seeley are very unsatisfactory, and are not referred to in the Syllabus.

Of the German texts, Baumeister, Paulsen, and Schmid are standards. Raumer, due to the English translations by Barnard, is still quite valuable. Stein and Kayser are also good. Of the short German histories, the ones by Dittes, Plath, Regener, and Schiller are among the best. These four and Baumeister have been cited throughout the Syllabus, and will afford students good practice in reading easy German.

II GENERAL BIBLIOGRAPHIES OF THE HISTORY OF EDUCATION.

BUISSON, F. *Répertoire des ouvrages pédagogique du XVI ^e siècle.* In Musée Pédagogique, *Mémoires et documents scholaires,* No. 3 (1886). Supplement, No. 25 (1887).

BUISSON, F. *Dictionnaire de pédagogie et d'instruction primaire,* Part I, tome 1, pp. 194–251. List of French educational works, 1491–1878 A. D.

COLUMBIA UNIVERSITY. *Catalogue of Books on Education in the Libraries of Columbia University.* (1901.)

COMENIUS STIFTUNG. *Katalog der pädagogischen Centralbibliothek.* (1892.) List of 60,000 titles, mostly German.

HALL, G. STANLEY. *Bibliography of Education.* (1886.)

HUNZIKER, O. *Katalog der Bibliothek des Pestalozzianums zu Zürick.* (1894.)

KEHRBACH, K., editor. *Das gesamte Erziehungs- und Unterrichtswesen in den Ländern deutscher Zunge.* (Quarterly; Vol. I issued in 1899.)

MONROE, PAUL. *Syllabus of Lectures on the History of Education.* (1900.)

MONROE, WILL S. *Bibliography of Education.* (1897, Intern. Educ. Series.)

MUNROE, JAS. P. *The Educational Ideal,* pp. 233–247. (1895.)

MUSÉE PÉDAGOGIQUE. *Catalogue des ouvrages et documents.* (2 Vols., 1886; Supplement, 1889.)

POOLE, W. F., and FLETCHER, W. I. *Index to Periodical Literature.* (3rd Ed., to 1882; 1st Supplement, 1882–1887, Vol. III, 1887–1892.)

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SOUTH KENSINGTON MUSEUM. *Catalogue of the Education Library.* (1893.)

U. S. COM. OF EDUC. Bibliography of German books on the History of Education; in *Report,* 1893–1894, I, 306–308. (93 titles.)

U. S. COM. OF EDUC. *Catalogue of Publications of the Bureau,* 1867–1895; in *Report,* 1894–1895, II, 1821–1828.

U. S. COM. OF EDUC. *Index to Barnard's Am. Jr. of Education.* (1892.)

VAN DER LEY, P. H. *Catalogus van de Pædagogische Bibliotheek van hat Nederlandsch Onderwijzers-Genoolschap.* (1891.)

WOLTER, AUGUST. *Pädagogisches Vademekum,* pp. 28–41. (1892) 225 titles.

WYER, J. I., and LORD, I. E. *Educational Review,* April, 1900, 1901, and promised for April of each year to come.

SONNENSCHEIN. *Cyclopedia of Education.* Short Bibl., pp. 529–540.

References to additional Bibliographies will be found under subject headings in the Syllabus.

The Columbia Catalogue is the most useful of all the list. Wyer & Lord, Poole & Fletcher, and Kehrbach are good to keep up with the new literature. Kehrbach is excellent, most of the articles being described and valued. Hall and Monroe (W. S.) should be in all libraries for reference, though the former is old and the latter is unsatisfactory and sometimes inaccurate. Monroe (P.) is a selected bibliography of the history of education rather than a syllabus. The museum and library catalogues will be useful to those investigating special subjects.

III MISCELLANEOUS COLLECTIONS OF WRITINGS AND SOURCES.

BUTLER, N. M., editor. *Great Educator Series.* 11 V. (1892–1901.)

FRÖHLICH, G., editor. *Die Klassiker der Pädagogik.* 20 Vols., 1887–1900. (*Klass. der Päd.*)

HARRIS, WM. T., editor. *International Educational Series.* 50 Vols., 1886–1901.

HEATH, D. C. & Co. *Heath's Pedagogical Library Series.* 37 Vols., 1885–1901.

ISRAEL, AUGUST, editor. *Sammlung selten gewordener pädagogischer Schriften des 16 und 17 Jahrhunderts.* 13 numbers, 1879–1886. (*Sam'l. Päd. Schr.*)

KEHRBACH, K., editor. *Monumenta Germania Pædagogica.* 22 Vols., 1886–1901. (*Mon. Germ. Pæd.*)

KUNZ, F. X., editor. *Bibliothek der katholischen Pädagogik.* 13 Vols., 1888–1901. (*Bibl. Kath. Päd.*)

LINDER, G. A., editor. *Pädagogische Klassiker.* 18 Vols., 1877–1888. (*Päd. Klass.*)

MANN, FR., editor. *Bibliothek pädagogischer Klassiker.* 39 Vols., 1876–1900. (*Bibl. Päd. Klass.*)

MONROE, PAUL. *Source Book for the History of Education for the Greek and Roman Period.* (1901.)

MUSÉE, PÉDAGOGIQUE. *Mémoires et documents scholaires.* A collection of 114 monographs, 1884–1889. (*Mém. et Docs. Schol.*)

RICHTER, ALBERT, editor. *Neudrucke pädagogischer Schriften.* 15 parts, 1890–1896. (*Neud. Päd. Schr.*)

RICHTER, KARL, editor. *Pädagogische Bibliothek.* 16 Vols., 1878–1881. (*Päd. Bibl.*)

SCHULZ, B., GANSEN, J., and KELLER, A. *Sammlung der bedeutendsten pädagogischen Schriften aus alter und neuer Zeit.* 26 Vols., 1888–1900. (*Sam'l. Bedeut. Päd. Schr.*)

SOUQUET, PAUL. *Les écrivains pédagogique du XVI^e siècle.* (3rd Ed., 1897.)

WARNER, CHAS. D. *Library of the World's Best Literature.* 30 Vols., 1898.

The volumes belonging to the above collections will be referred to throughout the Syllabus wherever they apply, with the exception of Souquet, the extracts of which are too short to be of any particular value, and Warner. The latter may be found in almost all libraries, and often contains good translations, in whole or in part. Where accessible it is always worth consulting when properly edited editions are not at hand. The collections edited by A. Richter and by Israel contain valuable reprints of old works, and should be in every university library.

IV CYCLOPEDIAS.

BUISSON, F. *Dictionnaire de pédagogie et d'instruction primaire.* Two parts, each in 2 Vols. Pt. I contains the historical articles. (1886–1887.)

ENCYCLOPEDIA BRITANNICA. 9th Ed. (*Enc. Brit.*)

KIDDLE, H., and SCHEM, A. J. *Cyclopedia of Education.* (1883.)

LINDNER, G. A. *Encyklopädisches Handbuch der Erziehungskunde, mit besonderer Berucksightigung des Volksschulwesen.* 1 Vol. (1884.)

REIN, GEO. W. *Encyklopädisches Handbuch der Pädagigik.* 7 Vols. (1895–1899.)

SANDER, F. *Lexikon der Pädagogik.* 1 Vol. (1889.)

SCHMID, K. A. *Encyklopädie des gesammten Erziehungs- und Unterrichtswesen.* 2d Ed., 10 Vols. (1876–1887.)

SCHMID, K. A. *Pädagogische Handbuch für Schule und Haus.* 2d Ed., 2 Vols. (1883–1885.)

SONNENSCHEIN'S *Cyclopedia of Education,* A. E. FLETCHER, editor. 1 Vol. (1889.)

The Britannica is usually worth consulting; its longer articles are good. Neither of the two English Cyclopedias of Education is of much value for historical purposes, though of the two Sonnenschein's is the better. Sander is of little value. Lindner has special reference to the Volksschule, with brief articles and good attached bibliographies.

Of the larger works, Rein is the best. The articles are less diffuse than in Schmid's larger work, and the bibliographies are good. Schmid's *Geschichte der Erziehung* is a better reference than his *Encyklopadie.* Buisson is good only for articles on France or Frenchmen.

V CHRONOLOGICAL TABLES: DICTIONARIES OF EDUCATIONAL HISTORY.

FISCHER, OTTO. *Leben, Schriften, und Bedeutung der wichtigsten Pädagogen bis zum Tode Pestalozzi.* (2d Ed., 1895.)

FOERSTER, EDUARD. *Tabellen zur Geschichte der Pädagogik.* (3rd Ed., 1899.)

FUNKE, C. A. *Handbüchlein der Geschichte der Pädagogik.* (1885.)

PATZOLD, W. *Tabellen zur Geschichte der Pädagogik.* (1891.)

Of the above Fischer is a valuable dictionary, and Foerster is a valuable chronological key. Patzold is of little value, and Funke is quite inferior to Fischer. These works are useful only as dictionary references.

VI HISTORICAL ATLASES.

COLBECK, C. *The Public School Historical Atlas.* (Sq. 8vo, 101 maps, 1885.)

DROYSEN, PROFESSOR G. *Allgemeiner Historischer Hand-Atlas.* (Large folio, German explanatory text, 1886.)

FREEMAN, EDW. A. *Historical Geography of Europe.* Part I, Text; Part II, Historical Maps. (Royal 8vo, 2d Ed., 1882.)

LABBERTON. *Historical Atlas.* (4to, explanatory text.)

POOLE, R. L. *Historical Atlas of Modern Europe.* (Imperial 4to. 1900–1901.)

PUTZGER, F. W. *Historischer Schul-Atlas.* The best of the cheap atlases. (Royal 8vo.)

Droysen and Poole are magnificent library references atlases, with large well-executed maps. Putzger, Freeman, Labberton, and Colbeck, are cheap atlases, and are named in the order of merit. The maps in Putzger are very well executed. The maps in Freeman, though somewhat lacking in detail, are still very satisfactory.

VII MAGAZINES, REPORTS, AND PROCEEDINGS.

American Journal of Education, edited by Henry Barnard. 31 Vols., 1855–1881. *Index,* published by U. S. Bureau of Education, 1892. (*Barnard's Jr.*)

Reports of the U. S. Commissioner of Education. 1867–8; 1870–date. In two volumes since 1888–89. (*Rep. U. S. Com. Educ.*)

Education; a monthly journal, edited by Kasson & Palmer. Boston, 1881–date. 22 Vols., completed with June, 1902.

Educational Review; a monthly journal, edited by Nicholas Murray Butler. New York, 1891–date. 23 Vols., completed with May, 1902. (*Educ. Rev.*)

Neue Bahnen; a monthly journal, edited by H. Scherer. Wiesbaden, 1890–date. 12 Vols., completed with 1901. Continuation of *Pædagogium.*

Pædagogium; a monthly journal, edited by Fr. Dittes. Leipzig, 1879–1896. 18 Vols.

Proceedings of the National Educational Association of the U. S. 1857–1901, except 1861, 1862, and 1878. *Index,* 1857–1897. National Teachers Association to 1870. (*Proc. N. E. A.*)

School Review; a monthly journal of secondary education. Chicago, 1893–date. 9 Vols., completed with 1901. (*Sch. Rev.*)

All of these journals have published historical articles from time to time, and are referred to in the Syllabus. *Barnard's Jr., Neue Bahnen, and Pædagogium* have been particularly rich in historical articles. Journals and reports should be examined from time to time for new literature.

VIII CITATIONS.

(Capes, 26–41)—All citations to authorities are inclosed in parentheses.

[1492]—All dates and explanatory statements are enclosed in brackets. Synonymous terms in foreign languages are in brackets and in *italics*.

All titles of books are in *italics*. Where an article forms part of a book or a magazine, and both are given, only the title of the book or magazine is printed in italics. In calling for books at the library call only for the title printed in italics.

In case the paging in the edition at hand does not correspond with the citation, as may happen with new or different old editions, consult the table of contents or the index.

II VALUE AND PLACE OF THE HISTORY OF EDUCATION.

I NATURE OF THE TEACHER'S WORK.

1 Tendency to limit ideas to a narrow circle, and professional activity to the elements of a few branches, leading to:
  a Narrow discussions of educational principles.
  b A one-sided view of education.
2 Corrective value of a thoughtful study of the history of education. This should lead to:
  a A willingness to reconsider and revise.
  b Broad, unprejudiced, and unselfish views on educational questions and in the shaping of an educational policy.
  c A more exalted ideal of one's work.
  d Higher personal efficiency.
    1) Efficiency increased by a knowledge of the history of one's art.
3 Need of a perspective in any field of labor.

II EDUCATIONAL PROGRESS A GRADUAL EVOLUTION.

1 Progress marked by increasing adaptation to the physical and social environment.
2 Evolution in education has taken place through helpful influences extended downward, not through ignorance reaching upward.
4 The hope of the race must ever depend on increasing culture for the greatest number.

III NATURE OF THE STUDY OF THE HISTORY OF EDUCATION.

1 The history of education a history of civilization.
  a The worth of a civilization determined by how thoroughly social and humanitarian influences have permeated the *masses*, not the *classes*.
    1) Contrast between ancient and modern nations.
    2) The submerged portion of the ancient populations.
  b The history of education a history of changing national ideals.
    1) The slow stages of educational progress.
2 The history of education a study of the conscious or unconscious means employed for the perpetuation of national character and the promotion of public welfare, either social or religious.

a Advances and retrogressions.
b Gradual secularization of education and extension of State supervision.
3 Value of the study from the standpoint of liberal culture.
a Broader outlook and sympathy.
b Willingness to labor and to wait.
c One's ideals exalted through reverence for great teachers.
4 Methods of studying the history of education.
5 Place of the study in the teacher's training.
a What a study of the history of education does not do for the teacher.

IV SMALL INTEREST IN OBSCURE BEGINNINGS.

1 Little of value in educational history until after men substituted reflection for instinct and science and art for an animistic conception of nature.
2 Study of educational progress among primitive people, or those who have contributed little to the stream of European civilization, of only minor value.
a Individual or national life as opposed to tribal existence.
1) An educational ideal,—a philosophy of life necessary.
2) Preservative *vs.* liberal education.
3 A distinct political or ethical conception necessary as a basis for a national system of education.
a Consequent importance, in our study, of:
1) The political organization; classes in, and flexibility of society.
2) Status of family and social life.
3) The religious and moral conceptions of a nation.
4) Power and influence of the clergy.
5) State of scientific knowledge and investigation; tolerance toward new truths.
6) The national progress in education.
4 Early systems which are worthy of a brief study.

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III ANCIENT EGYPTIAN EDUCATION.

(†Rawlinson, ch. iv; Schmid, I, 153–177; Stein, I, 167–171; Taylor, I, 15–32.)

I POLITICAL, SOCIAL, AND RELIGIOUS INFLUENCES. (Laurie, 11–38; Maspero, ch. iv; Renouf; Sayce, 58–72.)

1 Feudal character of the Egyptian State. (Erman, chs. v, vi.)
- a Unifying elements in Egyptian life.
- b Bureaucratic government.

2 The religion a combination of many elements. (Budge, chs. vi, ix; Erman, ch. xii.)
- a Nature of among:
  - 1) The lower classes.
  - 2) The higher classes.
- b Power and influence of the priestly class.
  - 1) In developing the theology.
  - 2) In political and social affairs.
- c Morality preceptive and dogmatic,—not philosophical.
  - 1) Influence in developing a strong, manly type of character.

3 Social Conditions. (Maspero, 296–325.)
- a Partial caste system.
  - 1) The three orders or estates.
    - a) Power and condition of each.
- b Ability of the clever to rise.
- c Status of woman. (Erman, ch. viii.)

II EDUCATION IN ANCIENT EGYPT. (Brassington, 17–25; Budge, ch. x; Erman, chs. xiv, xv; Laurie, 38–45; Rep. U. S. Com. Educ., 1894–1895, II, pp. 1798–1799.)

1 Based on the religion, morality, law and social customs of the land.
- a Emphasis placed on:
  - 1) Practical intelligence.
  - 2) Development of personality.

2 Nature of Egyptian education.
- a Elementary schools.
  - 1) Elements of reading, writing and arithmetic.
    - a) To whom open. Where found. How far general.
- b Advanced instruction.

1) Reading and writing the hieratic and hieroglyphic characters, and mathematics. (Budge, ch. ii; Cajori, 9–15.)
a) Where such schools were found.
2) These opened the way to the professions.
a) How a lower class boy might rise.

3 The professions in Egypt. Higher learning. (Budge, ch. v; *Rawlinson, I, ch. ix; Sayce, 72–89; Smith, ch. ix, pt. v.)
a The scribe; his work and learning.
b The architect; his training.
c The physician; nature of his attainments.
d Singers; dancers; musicians; jugglers.
4 Training for military life.
5 Education of the priestly class.
a Exoteric and esoteric knowledge.
b The priestly colleges.
6 Method; discipline.
7 No conscious social effort involved. (Laurie, 45–48.)
a Technical *vs.* liberal purpose.

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IV EDUCATION IN ANCIENT CHALDEA, ASSYRIA, AND BABYLONIA.

(Laurie, 53–63; Schmid, I, 137–153; Smith, ch. xvii.)

I MODIFYING CONDITIONS. (Budge, chs. ix, x; †Maspero, ch. ix; Taylor, I, 32–45.)

1 Relation of Chaldea, Assyria, and Babylonia to one another.
2 Mixed character of the religion. (*Sayce, ch. viii; †Sayce, 145–157.)
  a Gradual elevation by the priesthood of the Lord of Hosts, the God of Battle, above the other gods.
  b Popular religion a crude polytheism.
    1) Lack of a strong ethical element as a basis for education.
3 Family life and status of the wife. (*Sayce, chs. ii, iv.)
  a Polygamy and concubinage.
  b Lack of a strong moral basis for education.
4 Absence of the despotic caste system.
  a Political status of the masses.
  b Slavery practically a caste. (*Sayce, ch. vi.)
5 Country constantly disturbed by wars.
  a Effect of this.
  b Contrast with Egypt.

II NATURE OF UPPER-CLASS EDUCATION. (Budge, ch. viii; *Sayce, chs. iii, vii; †Sayce, 157–173.)

1 Extensive education for the few.
  a Town libraries. [Brick tablets.]
    1) Assur-bani-pal's work. (Brassington, 7–16; *Maspero, ch. xvi.)
  b State observatories and astronomers-royal.
    1) Astrological tables.
  c Practical mathematics. (Cajori, 5–9.)
  d Technical and military training.
  e Medicine largely magic formulæ.
2 For whom intended.
3 Probably royal as well as priestly and scribe schools.
  a Little known as to schools and teachers.
  b Probable nature of instruction.
4 Status of elementary education.

5 Chaldean influence on the Hebrews. (*Rep. U. S. Com. Educ.*, 1894–5, II, pp. 1796–1798.)

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V INDIA AND THE ANCIENT HINDUS.

(Compayré, 2–6; †Dutt; Letourneau, 387–403; May, I, 3–13; Schmid, I, 87–115; Stein, I, 171–174.)

I RELIGION AND CASTE. (†Dutt, chs. i–iii; Laurie, 157–166; LeBon, 283–333.)

1 Brahmanical caste system developed [1200–1000 B. C.].
2 The castes in the State. (*Dutt, I, 228–246.)
  a Priests [Including scholars and legislators].
  b Military caste [Including executives].
  c Merchants [All who employed labor].
  d Laborers.
  e A still lower class. Social outcasts. Pariah.
3 Religious conceptions. (Taylor, I, ch. iii.)
  a A combination of shamanism, ancestor worship, and pantheism.
    1) Transmigration; sacrifice; ritualism.
    2) Moral aim absorption,—extinction; endless felicity, not Christian sacrifice.
      a) Little support for the moral life in such a religion.
  b Buddhism [500–262 B. C.] a reform movement. (†Dutt, chs. iv–v; Taylor, I, ch. iv.)
    1) Its equally despairing outlook.
4 Low position of woman. (*Dutt, I, 247–262; II, 89–107.)
  a Effect on education.

II THE HINDU EDUCATIONAL SYSTEM. (†Dutt, chs. i–iii; Laurie, 166–177.)

1 The priestly caste.
  a Extent and aim of higher education. (*Dutt, I, 263–271; II, 125–134.)
  b The priestly colleges.
    1) What was taught in these.
  c Private schools.
2 The military and merchant castes.
  a Extent to which these might partake of education.
3 The laboring class.
  a Their place in the nation.
4 The village commune in education.

5 The position of woman.
  a Education of.
  b Exceptions.
6 Method of teaching.

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VI CHINESE EDUCATION.

(Biot, see contents; Compayré, 11–13; Eudo; Hailman, Lect. i; Letourneau, ch. x; May, I, 15–24; Payne, 3–8; Schmid, I, 59–87.)

I INFLUENCES WHICH HAVE PREVENTED PROGRESS. (†Douglas; Laurie, 104–120; Taylor, I, 45–57; Williams, I, chs. x, xi.)

1 Geographical isolation.
2 National self-conceit.
3 Nature of spoken language.
4 A literary language which crystallized in its early stages.
5 Personality of the individual over-shadowed by:
  a The family and the State.
  b The spirits of the dead.
6 Superstitious reverence for the past.
  a Antiquity a guarantee for truth.
  b Over-shadowing influence of Confucius [b. 551 B. C.]; Mencius [d. 317 B. C.]; and the Chinese Classics. (Eudo; *Legge, †Legge, I, 1–21, 91–113; Williams, I, ch. xi.)
    1) Chow-Tsze's [d. 1200 A. D.] interpretation of the Classics still in use.
7 The "The Doctrine of the Mean," or "Just Medium." (†Legge, I, 35–55.)
8 Absence of philosophical speculation or physical science.
9 A love of formalism and ritual.

II RELIGIOUS AND MORAL IDEAS. (Laurie, 104–120.)

1 Conception of a Supreme Being and of a future life.
2 Knowledge with reference to virtue and morality.
3 Morality, social order, and propriety of conduct the fundamentals.
4 Sanctity of the family relation. (*Douglas, ch. x.)
  a Relation of husband and wife.
  b Relation of father and children.
5 Prudential virtue. Rules *vs.* feelings.

III THE EDUCATIONAL SYSTEM. (Barnes; *Douglas, ch. ix; Laurie, 120–126; Letourneau, ch. x; Williams, I, ch. ix.)

1 General education common for 4,000 years.
  a The present system began in the second century B. C., and was fully organized by 700 A. D.

2 Effect of Chinese ideas on education.
3 Have they a system of public education?
4 Admission to civil and honorary service.

IV THE EXAMINATION SYSTEM. (Barnes; Doolittle, I, chs. xv–xvii; *Douglas, ch. ix; Laurie, 126–134; *Martin, 39–56, 75–82; †Martin, 22–28; Williams, I, ch. ix.)

1 The preparation. Books studied.
2 The preliminary examinations.
  a Nature and frequency of.
  b Privileges granted to those who pass.
3 The departmental examinations.
  a Nature and frequency of.
  b Privileges granted to those who pass.
4 The provincial examinations.
  a Nature and frequency of.
  b Privileges granted to those who pass.
5 The Peking examination.
6 Numbers taking the examinations.
7 Powers tested by the examinations.
8 Rewards of success.
9 The callings open to an educated Chinaman.

V CHINESE SCHOOLS. (Doolittle, I, ch. xv; Dresslar; Laurie, 134–145; Lee; *Martin, 57–84; †Martin; Williams, I, ch. ix.)

1 The school-master and the school.
  a Hours; fees; buildings; etc.
  b Age and ceremony of admission.
  c Manner of instruction.
2 Course of Study.
  a Rigidity; rote work.
  b The three grades of instruction.
    1) The first book or Primer.
    2) The second book.
    3) The Four Books and the Five Classics.
3 Method of instruction.
  a Earlier stages; reading and writing.
  b Higher stages.
4 Discipline.
5 Education of women.

VI RESULTS OF THE SYSTEM. (Laurie, 145–151.)

1 Political and social results.
2 Characteristic qualities of mind of the Chinese.
3 Lack of an ideal human aim.
4 The system from our point of view.

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VII PERSIAN EDUCATION.

(Compayré, 14–15; Laurie, 178–195; Letourneau, 403–414; Schmid, I, 115–137.)

I THE PERSIAN GOVERNMENT.

1 Local autonomy granted to subject nations.
2 Toleration of foreign manners and religion.
3 Absence of the caste system.
4 Premium placed on personality and initiative.

II THE PERSIAN CHARACTER.

1 Disposition toward humanity. Mercy; equity; and cheerfulness.
2 Strong family and national feeling.
3 Supreme virtues.
4 National religion a religion of light.
  a Freedom from idolatry among the better classes. (Sayce, 256–270.)
  b Strong ethical elements.
5 Natural influence of these elements on the education of the young.
6 Significance of Persian life and education.

III PERSIAN EDUCATION.

1 Nature of their system.
2 The plan of education.
  a The period of home education.
  b The period of public instruction.
  c The education of the upper classes.
3 Characteristics of early education.
4 Education and position of women.
5 Education of the Magian priesthood.
6 Method of instruction.

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VIII HEBREW EDUCATION.

(May, I, 32–40; Letourneau, 351–379; Levy; Plath, 17–22; Schmid, I, 294–333; Stein, I, 174–180.)

I FIVE GREAT PERIODS IN HEBREW LIFE AND EDUCATION. (Leipziger, 187–197; Marcus, pt. 1; Simon, pt. 1; Strassburger, 1–24; Taylor, II, chs. xvii, xviii, ix.)

1 Preceding the time of Moses.
  a Character of the people.
2 From the Exodus [1493 B. C.] to the death of Samuel [1043]. (Deuteronomy, v, vi; Imber, 1801–5; Kent, 89–98; Laurie, 65–80.)
  a The educational and Political reforms of Moses.
    1) His exalted conception of God.
  b Education entrusted to the priests and Levites.
    1) What they taught.
    2) Priests gradually neglected their duty.
  c Samuel founded the school of the Prophets.
    1) Importance of their work.
  d Nature of the education of the masses up to the time of Samuel.
3 From the death of Samuel [1043] to the return from Babylon [538]. (Imber, 1804–5; Kent, 196–206; Laurie, 80–83; Proverbs, I.)
  a The reforms of Samuel short-lived. From the death of Solomon [976] to the captivity [721; 588] a period of civil dissensions and increase of ignorance.
  b The Jews in the schools of their captors.
4 From the return from Captivity [538] to the birth of Christ. (Laurie, 83–92.)
  a Priests and Scribes became the teachers of the people.
    1) The priests neglected their priestly functions, for which they were called to account (Malachi, II, 1–12).
    2) The synagogues [c. 450] centers of instruction. Ezra's great open-air Bible class (Laurie, 86–88; Nehemiah, viii, 1–8.)
    3) Sabbath schools among the Jews at this period. (Ellis.)
  b Ezra [c. 450] called "The Great Synod" together. Work of this assembly in establishing schools. (Imber, 1806–8, 1818–20.)
    1) Advances during this period.

c Learning and law now centered in the Scribes, or "Rabbins." (Laurie, 84–91.)
1) Their method of teaching.
2) Gradual growth of their power.
3) Increasing extent of their learning.
a) Greek studies in the third century, B. C.

5 After the birth of Christ. (Laurie, 92–95; Leipziger, 193–197.)
a Work of Josué ben Gamala [c. 64 A. D.] in establishing free compulsory education.
1) Conception of education as a means of national regeneration and preservation.
b First people to insist on the education of *all*.
c Lasting effect of the religious and national training.

II THE TALMUD: ITS CHARACTER, DIVISIONS, AND DATE. (Imber, 1808–10.)

1 The *Mishnah*.
a Covers two centuries before and after Christ.
b Written by the Rabbins after 70 B. C.
1) First edition, 190 A. D.
2) First critical edition, 270 A. D.

2 The *Gemara*.
a Covers about three centuries from the close of the *Mishnah*.
b Written about 500 A. D.

III EDUCATIONAL MAXIMS FROM THE TALMUD.

1 He who studies and teaches others possesses treasures and riches.
2 He who has learned and does not impart his knowledge unto others disregards the Word of God.
3 It is not permitted to live in a place where there is neither master nor school.
4 Jerusalem was destroyed because her instructors were not respected.
5 If both the father and the teacher are threatened with any material loss the latter should be protected first.
6 As soon as the child begins to speak the father should teach him to say in Hebrew, "The law which Moses commanded us is the heritage of the congregation of Jacob," and, "Hear, O Israel, the Eternal our God is one God."
7 The teacher should strive to make the lesson agreeable to the pupils by clear reasons, as well as by frequent repetitions, until they thoroughly understand the matter and are able to recite it with great fluency.
8 No man can acquire a proper knowledge of the Law unless he endeavors to fix the same in his memory by certain marks and signs.
9 Let the honor of the pupil be as dear to thee as thine own.
10 He who gives instruction to an unworthy pupil will suffer for the consequences thereof.
11 The study of the Law is very important because it leads to good actions. He whose good actions exceed his wisdom, his wisdom shall endure.

12 Just as a man is bound to have his son instructed in the Law, so also should he have his son taught some handicraft or profession. Whosoever does not teach his son a handicraft teaches him to be a thief.

13 One learns much from his teachers, more from his school-fellows, but most of all from his pupils.

14 The instruction of children should not be interrupted, even for the purpose of building a Holy Temple.

15 Only those pupils should be punished in whom the master sees that there are good capacities for learning, and who are inattentive; but if they are dull and cannot learn they should not be punished. Punish with one hand and caress with two.

IV THE CIVIL LAWS OF THE TALMUD. (Fenton; Spiers, 57–106.)

1 Divisions and nature of the Laws.
   a Laws relating to damage suffered by a person or his cattle and other animals, caused by a pit, well, or fire.
   b Laws relating to claims for theft.
   c Laws relating to compensation for bodily injuries.
   d Laws relating to robbery.
2 What the Laws reveal as to the life and occupations of the people.

V THE SCHOOL SYSTEM OF THE TALMUD. (Laurie, 92–100; Leipziger, 198–221; Letourneau, 359–372; Lewit; Marcus, pt. 2; Simon, pt. 2; Strassburger, 24–91.)

1 The community and its educational duties. (Imber, 1811–14.)
2 Points of importance in the later Hebrew system of education. (Imber, 1812–14; Spiers, 1–18. Maxims above.)
   a Qualities requisite to becoming a teacher.
   b High estimation of the office of instructor. Reverence for. (Spiers, 16–18, 37–39. Maxims above.)
   c Education a national interest.
   d Duties of parents. (Edersheim, ch. vii; Imber, 1813–14. Maxims above.)
3 Importance of teaching each child a trade. (Spiers, 40–45.)
4 Gradation of instruction, and nature of. (Edersheim, ch. viii; Imber, 1812–13; Laurie, 98–99; Spiers, 19–36.)
   a Early home training. Intensity of family life.
   b From five to six years of age.
   c From six to ten years, the *Pentateuch*.
   d From ten to fifteen years, the *Mishnah*.
   e After fifteen, the *Gemara*. (Ellis, 376.)
5 Details of school organization. (Imber, 1813–14; Laurie, 95–100; Spiers, 46–55.)
   a Divisions of classes.

b Pupil teachers.
c Transfers between schools.
d Punctuality and regularity of attendance.
e School hours, days, and holidays. (Imber, 1843.)
f Nature of discipline.
g Use of rewards.

6 Equal education for all classes.
7 Music in Jewish education.
8 Education of girls. The ideal of female education. (Edersheim, ch. viii; Proverbs, xxxi, 10–28.)

VI JEWISH SCHOOL BOOKS.

1 First reading-slip the Law of Moses.
2 Translation of a reader used about 1800 years ago, showing the kind of reading material used. (*Imber.)
3 The *Pentateuch;* the *Mishnah;* and the *Gemara.*

VII LESSONS TO BE DRAWN FROM JEWISH EDUCATION.

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IX GREEK EDUCATION.

(Browning, 1–17; Compayré, 17–42; Felton, I, lect. viii; Freeman, map iv; Grasberger; Hailman, 18–30; May, I, 43–138; Quinn; Regener, 2–18; Schiller, 5–15; Schmid, I, 178–257.)

A Modifying Influences and General Characteristics.

I INFLUENCE OF THEIR RELIGION. (*Davidson, 3–11; De Coulanges, 49–67; Dickinson, 1–18, 126–186; Gardner and Jevons, 68–87; Laurie, 196–210, 213–226; Smith, 47–55; Taylor. I, ch. viii.)

1 Religion idealized humanity.
  a Absence of awe and fear.
  b Homeric poems the starting point of the inner life of the Greeks.
2 The divine element in all men.
  a Struggle for inner harmony.
  b Conditions necessary to realize this ideal.
    1) Influence on marriage, and on the subject-matter and method of education.
3 Strong moral unity of the Greek people.
4 Greek art and Greek character. (Dickinson, 187–226.)
5 The Greek games and the Greek drama. (Duruy, II, pt. 2, 378–394; Gardner and Jevons, 269–273.)
  a Physical and moral value of the games.
    1) Social training of the games.
    2) Effect on the Greek character.
  b Moral training of the drama.

II THE CITY STATE. (*Davidson, 12–25; Dickinson, 65–125; Duruy, II, pt. 2, 378–394; Fling, ch. 2; Gardner and Jevons, 1–9.)

1 Influence of the geographical position of the Greek states.
2 Nature of the political organization.
  a Degree of political unity.
  b Relation of freemen; foreign residents; and slaves.
    1) Who were educated.
  c Idea of the dominant power of the ruling class.
3 The place of the family in society.
4 Influence of commerce.
  a Greek power of assimilation.
5 Influence of the Persian Wars.

III COMMON FEATURES OF ALL GREEK EDUCATION. (Becker, 1–21, 217–240; Blümner, ch. iii; ‡Davidson, 86–105; *Davidson, 33–37; Laurie, 196–226; Monroe, 1–15; Quinn, 271–276.)

1 Education everywhere recognized as a public necessity.
  a Provision for.
2 Citizenship a degree.
  a How obtained.
  b To whom open.
3 Stages everywhere the same, though the age limits differed.
  a The four stages.
    1) Nature of education.
    2) Examinations.
4 Education of women. (Dickinson, 154–167.)
  a Nature of, and extent.

B Early Greek Education.

(*Davidson, 38–40; Lane, 11–27; Laurie, 226–227.)

I ÆOLIANS THE FIRST OF THE GREEKS TO MAKE ANY NOTABLE ADVANCE.

1 Early promise as a people not fulfilled.
  a The cause of this.
2 Nature of their education in gymnastics, music, and letters.
3 Work of Epaminondas.
4 Early education in Crete.

C Spartan Education.

(*Davidson, 41–51; Dittes, 51–56; Duruy, I, 434–475; Fling, ch. 3, 32–44; Gardner and Jevons, 414–431; Lane, 31–38; Letourneau, 419–428; Monroe, 15–24; Müller, II, Bk. iv, ch. v; Smith, 55–71; Stadelmann, 50–55; Wilkins, 1–59.)

I THE SPARTAN IDEAL.

1 As influenced by the location of Sparta.
  a Elements in the population of the Spartan State.
2 First duty of each citizen.
3 Virtues demanded.
4 Aim of education.
5 The "Laws of Lycurgus" (Barnard's Jr., XIV, 611–624; Duruy, I, pt. 2, 457–475; Plutarch, I, *Lycurgus*).

II THE NATURE OF SPARTAN EDUCATION. (Fling, pt. 3, 32–44; Hobhouse, 14–15; Laurie, 228–248.)

1 The period of infancy.
  a Examination. Training.
2 The period of boyhood.
  a Nature and support of schools.
    1) The *pædonomus.*
    2) The school; classes; discipline.
    3) Dress; food.
  b The method of instruction.
    1) The teachers.
    2) Authority of the elder men.
  c The subject-matter of instruction.
  d The ruling idea of instruction during this period.
    1) Nature and object of instruction in gymnastics.
    2) Nature and object of instruction in music.
  e Why no higher education.
3 The period of youth. [Cadets; *ephebi.*]
  a Military training.
    1) Nature of the new training.
    2) Food; beds; drills.
  b Training in expression.
4 The period of manhood; full citizenship.
  a The marriage relation.
  b The State and the family.
  c Socialism of Spartan life.
5 The education of women in Sparta.
  a Nature of, and effect on their character.

III RESULTS OF THE SPARTAN SYSTEM. (Duruy, I, 469–475.)

1 Qualities emphasized. Examples.
2 Qualities over-looked and sacrificed.
3 Effect of the system on the State.
4 Chief lesson.

D Ionic, or Athenian Education.

(Becker, 1–21, 217–240; Daremberg and Saglio, article *educatio;* *Davidson, 60–92; †Davidson, 53–77; ‡Davidson, 86–105; Dittes, 56–64; Gardner and Jevons, 297–322; Girard; Lane, 39–85; Laurie, 248–288; *Mahaffy; ‡Mahaffy, ch. xi; Plath, 1–7; Quinn, 271–276; Wilkins, 60–100.)

I THE ATHENIAN IDEAL. (Laurie, 248–249.)

1 Athenian education a reflex of Athenian life. (Blümner, ch. iii; †Davidson, 29–52; Duruy, II, pt. 2, 645–664; Girard, 1–8; Monroe, 24–31.)
  a Contrast with that of Sparta.
  b Private life *vs.* public life.
    1) The place and nature of family life.
    2) Its relation to State education.
2 Aim of Athenian education. (Girard, 8–16.)
  a The ideal of an educated man.
  b Motives.
  c Object of instruction.
  d Ideal of personal conduct.

II ORGANIZATION OF THE ATHENIAN SCHOOLS. (*Davidson, 67–72; Girard, 17–61, 100–125, 241–252; Lane, 49–57; Laurie, 253–256, 276–278; *Mahaffy, ch. v; Whittaker.)

1 Extent of State supervision.
  a Over private schools and *palæstra.*
  b Over the *gymnasia.*
  c Extent of compulsory education.
2 School houses.
3 School-masters.
  a Position; qualifications; fees.
  b Discipline.
4 The Pedagogue.
  a His work and position. (See picture, Girard, 121.)
5 Hours of instruction. Holidays.
6 Method of teaching.
  a Pictures of schools. See Girard, as follows:
    1) Interior of a school, (pp. 109, 111, 171, and 173).
    2) Interior of a *palæstra,* (pp. 191, 193, 195, and 197).
    3) Showing boys exercising, (pp. 199–215).
  b Pictures of ancient school and library materials. (Daremberg and Saglio, II, pt. 2, 1699–1705; Schreiber, plates 89–92.)

III NATURE OF ATHENIAN EDUCATION. (*Davidson, 60–92; Guhl and Koner; Laurie, 248–288; Quinn, 108–111, 186–200, 271–276; Whittaker.)

1 The period of infancy. (Blümner, ch. ii; Hobhouse, 3–5; †Smith, II, 94–99; Stadelmann, 22–28; Ussing, I.)
  a Family education.

AN ATHENIAN SCHOOL.

(From a cup discovered at Caere, signed by the painter Douris, and now in the Museum of Berlin. A. Michaelis, *Archaolog Zeitung*, 1873, pl. 1.)

A LESSON IN MUSIC AND GRAMMAR.

[EXPLANATION:—At the right is the *paidagogos;* he is seated, and turns his head to look at his pupil, who is standing before his master. The latter holds a triptych and a stylos: he is perhaps correcting a task. At the left a pupil is taking a music lesson. On the wall are hung a roll, a diptych, a lyre, and an unknown cross-shaped object.]

A LESSON IN POETRY AND MUSIC.

[EXPLANATION:—At the right sits, cross-legged, the *paidagogos*, who has just brought in his pupil. The boy stands before the teacher of poetry and recites his lesson. The master, in a chair, holds in his hand a roll which he is unfolding, upon which we see Greek letters. Above these three figures we see on the wall a cup, a lyre, and a leather case of flutes. To the bag is attached the small box containing mouthpieces of different kinds for the flutes. Farther on a pupil is receiving a lesson in music. The master and pupil are both seated on seats without backs. The master, with head erect, looks at the pupil who, bent over his lyre, seems absorbed in his playing. Above are hanging a basket, a lyre, and a cup. On the wall is an inscription in Greek.]

b Home life; games; discipline. (Girard, 65–99; *Mahaffy, chs. i, ii; Richter, ch. i.)

2 School education. (Bosanquet, 1–23; *Davidson, 67–84; Girard; Hobhouse, 5–14; Lane, 58–80; Laurie, 259–270; Letourneau, 435–458; *Mahaffy, chs. iii–vi; Stadelmann, 56–127; Ussing, II.)

a Age limits.

b Gradual differentiation of subjects.

1) Secondary education an evolution.

c Literary education. Subjects and methods of instruction. (Girard, 126–160.)

1) Reading and Literature.

2) Arithmetic. (Cajori, 63–67; Tetlow.)

3) Writing.

4) Geometry [after c. 400, B. C.].

5) Drawing [after c. 350, B. C.].

6) Grammar [after c. 300, B. C.].

7) Rhetoric and Dialectics [after c. 200, B. C.].

d Musical education. (Girard, 161–184; *Mahaffy, chs. v, vi.)

1) Place in Greek education.

2) Chanting and singing.

3) Use of the lyre and cithara.

e About 350, B. C. school education differentiated into:

1) Primary education. Teacher known as a *grammatist.*

a) Age limits.

b) Subjects taught.

2) Secondary education. Teacher known as a *grammaticus.*

a) Age limits.

b) Subjects taught.

3) This distinction emphasized later in Rome.

f Moral education. Provisions for. (*Davidson, 73–75; Girard, 253–270; Laurie, 267–270; Monroe, 31–33.)

g Gymnastics or bodily training.

1) The *palæstra.*

2) The *gymnasium.* (See plate and appended references.)

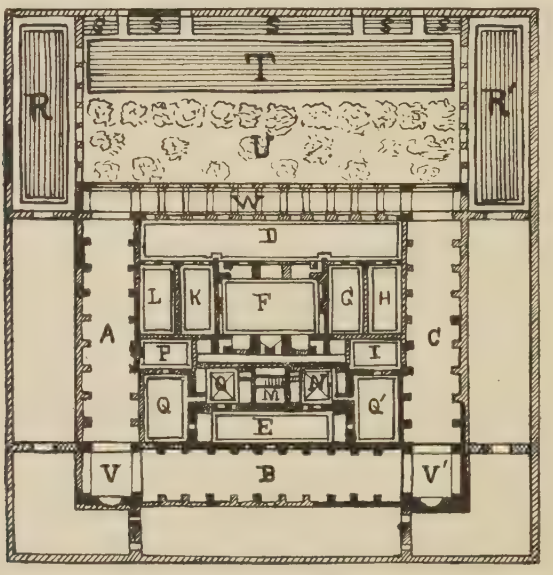
3) Nature and object of exercises. (Daremberg and Saglio, article *gymnastica;* Girard, 185–220; Lowrey; *Mahaffy, ch. iii; Richter, ch. ii.)

h Dancing: nature of.

1) Correlation of d and g.

3 Advanced, or college education. (Capes, 20–47; *Davidson, 85–89; Girard, 271–309; Lane, 81–85; Laurie, 270–274; Letourneau, 458–462; *Mahaffy, ch. vii; Quinn, 275–276; Stadelmann, 156–172.)

a Age limits.
b Who admitted, and how.
c Studies.
d *Gymnasia* State-supported institutions. The Academy.
e Youths pass from care of a *pedagogue* to care of the State. [*Ephebi.*]
1) Effect of the change.
f Authority of the father, and of the Court of Areopagus.
g Training of the Ephebic period.



GROUNDPLAN OF THE GYMNASIUM AT EPHESOS.

(After Richter, *Die Spiele der Griechen und Römer*, p. 27.)

[EXPLANATION:—A, B, C, pillared corridors, or portico; D, an open space, possibly a *palæstra*, evidently intended to supply the *peristylium;* E, the *Sphæristerium*, a long narrow hall used for games of ball; F, the *Ephebeum*, a large hall with seats; G, the *Coryceum*, in which was suspended a sack filled with chaff for the use of boxers; H, the *Conisterium*, where the young men sprinkled themselves with dust; I, the *frigida lavatio*, or cold bath; K, the *Elwothesium*, where the wrestling master anointed the bodies of the contestants; L, the *Frigidarium*, or cooling-off room; M, the furnace room; N, the vapor bath; O, the *Laconicum*, or dry sweating apartment; P, the hot bath; Q, Q', rooms for games, for the keepers, or for other uses; R, R', *Xysti*, or covered *Stadia*, for use in bad weather; S, S, S, S, S, rows of seats, looking upon T, the uncovered *Stadium;* U, groves, with seats and walks among the trees, V, V', *Exedræ*, or recessed seats for the use of philosophers, rhetoricians, and others.]

For further description see Becker, 300–305; Daremberg & Saglio, II, pt. 2, 1684–1689 (8 plans); Gardner and Jevons, 315–317; Guhl and Koner, 106–111; Richter, 26–28; and Smith, I, 925–930.

h Enrollment as candidates for citizenship.
1) The ceremony.
2) The oath. (*Davidson, 61; Laurie, 271; Monroe, 33.)
3) Nature of the next two years service.

4 Education of women in Athens. (Ball, B. W.; Felton, I, 343–355; Gardner and Jevons, 340–354; Guhl and Koner, 186–196; Hobhouse, 16; Laurie, 275–276; Monroe, 34–50; Stadelmann, 17–21.)
a Nature and extent of education.
b Home life. Health. Virtues. Marriage.

IV ATHENS AND SPARTA COMPARED. (Laurie, 278–282.)
1 Education in each a reflex of the ruling idea as to the purpose and functions of the State.
2 Leading characteristics of each system.
3 The contribution of each to civilization. (Butcher, ch. i.)
4 Lessons to be drawn from a study of each.

E Later Greek Education.

(Barnard's Jr., XXIV, 457–467; †Davidson, 78–102; Monroe, 51–66; Taylor, I, ch. x.)

I THE NEW HIGHER EDUCATION. (Capes; *Davidson, 90–92, 97–103; Draper, I, ch. iv; Girard, 310–327; Hobhouse, 16–20; Laurie, 283–295; Lloyd, II, ch. lvi; *Mahaffy, ch. xi; Stadelmann, 173–216.)
1 After 479 B. C., the need of more education began to be felt, particularly in Athens.
a Reason for this. (Monroe, 66–91.)
2 The new teachers in the State.
a New subjects introduced.
3 The Sophists: Protagoras [445]; Gorgias; Prodicus; Hippias.
a Nature of their teaching. (Girard; Isocrates, Oration xiii; Laurie, 288–291; *Mahaffy, ch. ix; Monroe, 91–109.)
b Effect of their teaching on the schools and on the life of the time.
c The school of Isocrates [b. 393–d. 338 B. C.] as a type.
4 The struggle against the change. (*Davidson, 93–113; Fowler, 150–183.)
a The old aristocratic party.
b Aristophanes [440–380]. (*The Clouds.*)
c Socrates [469–399]. (†Davidson, 103–127; Dittes, 64–67; Draper, I, ch. v; Hailman, 31–41; Letourneau, 462–470; Lewes, I, Fourth Epoch; *Mahaffy, ch. viii; Painter, 56–60; Plath, 7–14; *Zeller.)

1) His method of teaching. (*Bryan, same dialogues as in *Jowett; *Jowett, I, *Euthedemus,* pp. 189–250, showing Socrates in contrast with the baser Sophists; and *The Protagoras,* pp. 113–188, showing Socrates in contrast with the superior Sophists; Fitch, ch. iii; Monroe, 109–115; Xenophon, *Memorabilia,* bk. iv, ch. 2.)

II IDEAL REMEDIES PROPOSED BY THE PHILOSOPHERS. (Fischer, 15–40; Hailman, 31–41; Martin.)

1 Xenophon [fl. c. 410–362].
- a His Spartan modification of the Athenian plan. (*Davidson, 114–132; Martin, ch. 1; Monroe, 116–128; Xenophon's *Cyropedeia,* particularly I, ch. 2.)

2 Plato [429–348].
- a His plan to secure a succession of sages. (Abbott, ch. iii; Bosanquet; *Davidson, 134–150; †Davidson, 128–151; Dittes, 67–68; Draper, I, ch. v; Hobhouse, 20–28; Letourneau, 428–433; Lewes, I, Sixth Epoch; *Mahaffy, ch. x; Martin, chs. ii–iv; Monroe, 129–137; Painter, 60–62; Wilkins, 101–134; †Zeller, ch. xi.)
- b First to present the super-civic man.
- c The after results of his work.
- d The *Republic,* particularly bk. vii. (*Bryan; †Bryan; †Jowett; Monroe, 138–221.)
- e The *Laws.* (Monroe, 222–264.)

3 Aristotle [384–322]. (Barnard's Jr., XIV, 133–146; *Davidson, 166–202; †Davidson, 152–176; Dittes, 67–71; Draper, I, 171–181; ‡Jowett, I, bk. viii; Laurie, 295–300; Lewes, I, Seventh Epoch; *Mahaffy, ch. x; Martin, ch. v; Monroe, 265–294; Painter, 62–65; Wilkins, 135–167.)
- a His outline of an ideal State.
- b The State an organized means to an end.
- c His plan for education.
  - 1) Aim and purpose of education.
  - 2) Practical studies.
  - 3) Creative studies.
  - 4) Theoretical studies.
  - 5) Philosophy, or highest education.

4 Epidemic of letters and individualism.
- a Philip [338 B. C.] became master.
- b Empty pretense of the rhetorician supreme. Sects arise.
- c Egypt became a Roman province [146 B. C.].

III THE ALEXANDRIAN PERIOD. (Bury, I, 206–212, 317–325; *Davidson, 206–213; Draper, I, 187–206; Hatch, lect. 2; Kingsley, 3–68; Quinn, 276–280.)

1 Work of Alexander in uniting the western Orient and establishing a common language, literature and philosophy, a common interest, and a common body of scientific information and international law.

a Effect of this on Rome.

2 Athens long a city of letters and a center of philosophical teaching. (Barnard's Jr., XXIV, 475–486; Monroe, 295–307.)

a Athenian schools widely known between 150 B. C. and 100 A. D.

b Spread and influence of Greek higher education. (Hatch, lect. 2.)

c Nature of elementary education during this period.

1) Plutarch's opinion. (*Morals*, I; Barnard's Jr., XI, 99–110; Monroe, 307–326.)

d The philosophical schools of the period.

e Lectures; lecturers; hearers.

3 In the division of the Empire, Ptolemy Soter took Egypt [323 B. C.], and made Alexandria the intellectual capital of the world.

a Athens sapped by Alexandria. (†Mahaffy, 192–198.)

b The Library and the Museum founded by Ptolemy.

c Schools of medicine and science. (Matter; Routledge, 33–52.)

d Some famous Alexandrian students and teachers. (Ball, W. W. R., chs. iv, v; Cajori, 34–62; Draper, I, 193–204; Routledge, 33–52.)

1) Euclid [c. 323–283?] opened a school at Alexandria, about 300 B. C.

2) Archimedes [287–212]. Mechanician.

3) Eratosthenes [276–196]. Librarian, geographer, astronomer, geologist.

4) Ptolemy [b. ?–d. 168 A. D.]. (Draper, I, 322–324.)

a) His Mechanism of the Heavens [*Syntaxis*], written about 138 A. D., the standard astronomy in Europe for almost 1500 years.

b) His Geography used in European schools until the fifteenth century.

5) Hypatia [370–415]. Mathematician.

e Some famous Christian teachers of the Second Century, A. D.

1) Polycarp [80?–166].

2) Ignatius [?–107?].

3) Justin Martyr [105?–167].

f Interaction of Greek, Hebrew, Roman, and Christian thought. (‡Davidson, 117–120.)

4 Alexandria in turn sapped by Rome, and became a provincial town.

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X ROMAN EDUCATION.

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A Modifying Influences: Character of the Romans.

(Addis, 615–619; Dittes, 71–74; May, I, 140–182.)

I INFLUENCE OF THEIR RELIGION. (Laurie, 305–315; Tighe, 35–42.)

1 Roman worship of the gods a reverential recognition of the Unseen Power.
  a The early Romans the Puritans of the ancient world.
2 Nature of the early Roman religion.
  a The family element. (Duruy, I, 255–271.)
  b *Lars familiaris. Vesta.* Sacred hearth. Ancestors.
3 The family the unit.
  a Place and authority of the father.
  b Place of the wife and mother.
    1) In the home.
    2) In the education of her children.
4 Religion of the city an outgrowth of that of the home.
  a Virtues demanded in the State.
5 Contrast with the Greeks.
6 Influence of foreign conquest. The religion of the conquered peoples.
  a Effect on the early family religion.
  b Effect on the moral influence of the home.
  c Effect on the character of the Roman.
  d Effect on society and the life of the nation.

II INFLUENCE OF THEIR POLITICAL ORGANIZATION. (Fling, chs. vi–x; Taylor, I, ch. xii; Tighe, chs. v, vi.)

1 Classes in the Roman State.
  a Effect of the struggle of the plebs for civil and political rights in shaping the education of a Roman.
    1) The three lines of professional activity.
2 Effect of the long struggle for political supremacy in shaping the nation.
  a Lines of development.

b Kind of men in demand.
c Differentiation of pursuits.
3 Political institutions a growth.
a Consequent nature of.

III INFLUENCE OF WAR. (Bury, I, 25–36; Fling, ch. viii; Ihne, IV, 213–251, 345–373; Lecky, I, 271–308; May, I, 172–182.)
1 Its effect on the early religion and morality of the Romans. (Draper I, 244–250.)
2 Effect of the introduction of great numbers of the conquered as slaves.
a The low price of slaves.
3 Effect of the introduction of Greek education and culture.
4 Effect of the growth of great landed estates, worked by slaves.
a On the Roman peasantry.
b On population.
c In developing a city proletariat.
1) Its influence.
5 Effect of the growth of the fever for wealth and power.
6 Effect of the great increase of conquered territory.
a The Roman state in c. 500 B. C., 219 B. C., 64 B. C., 13 A. D., and 117 A. D. See maps in Freeman; Labberton; Putzker; and in Roman histories.)

IV CHARACTER OF THE ROMANS AS A PEOPLE. (Laurie, 315–318.)
1 Personal character.
a Gradual change in.
2 Conception of law and liberty.
3 Literary, scientific, and æsthetic tastes.
4 Conception of commerce and purpose of colonies.

V COMPARISON OF INFLUENCES OPERATING AT ATHENS AND AT ROME.

B Education in the Early Period. [509–148 B. C.]
(Clarke, 1–37; Hobhouse, 29–32.)

I EDUCATION IN THE HOME. [509–303 B. C.] (Laurie, 319–323.)
1 General rights of the father as to the child.
2 Maternal supervision.
3 Of what the education previous to 303 B. C. consisted.

a Moral and religious training.
b Literature, music and national songs.
c The Laws of the Twelve Tables. [451–450 B. C.] (Monroe, 327–345.)

4 When enrolled as a citizen. The ceremony. Public life and military services. Continuance of home life and training.

II BEGINNINGS OF SCHOOL EDUCATION. [303–148 B. C.] (Laurie, 323–329; Monroe, 346–354.)

1 Between 303 and 240 B. C., schools began to develop.
a Spread of the Greek language and Greek influence.
1) To what due.
b Greek slaves and freedmen began to be employed as teachers.
1) Introduction of Hellenic learning.
c Subject matter of instruction about 260 B. C.

2 Odyssey translated into Latin [c. 233 B. C.].
a Importance of this.

3 Schools still "adventure schools," though the number and influence increased rapidly after 202 B. C.
a Contrast between the old and new education. (Monroe, 355–370.)

C Education in the National Period. [148 B. C.–c. 180 A. D.]

(Browning, 18–34; Daremberg and Saglio, article *educatio;* †Davidson, ch. ix; ‡Davidson, 105–111; Dittes, 75–78; Göll, I, 10–30; Guhl and Koner, 100–103; Letourneau, 475–501.)

I CHANGE IN NATIONAL EDUCATIONAL IDEALS. [200–100 B. C.] (Becker, 182–198; Göll, II, 1–16; Hobhouse, 32–34; Laurie, 330–335; †Mahaffy, 558–578; ‡Mahaffy, 61–87; Monroe, 371–385; Stadelmann; Taylor, I, ch. xiii.)

1 Great influx of educated Hellenic slaves and adventurers, who opened schools.
a Effect on.
1) Religion.
2) Morality.
3) Education.

2 Change in the elements of education.
a Cato's time [234–149 B. C.].
b Varro's time [116–28 B. C.].

3 Secondary schools under *grammatici* clearly differentiated from primary schools under *ludi* by 148 B. C.

4 Schools for higher education [rhetoric, forensics, philosophy] begun in Rome by Greeks about 145 B. C.

5 Native Romans soon opened "culture schools," and Rome awakened to a new conception of education. (Monroe, 386–420.)
a Beginning of Latin literature. The literary period.

II ORGANIZATION OF ROMAN SCHOOLS. [After 100 B. C.] (Becker, 182–198; Laurie, 336–347.)

1 Extent of State supervision. (Clarke, 38–50.)
a Over the "adventure schools."
2 Extent to which public education became general.
a Quintilian's argument for public education. (Quintilian, I, bk. 1, ch. ii.)
b Plutarch's appeal to the family as a center for all education. (Barnard's Jr., XI, 99–110; Monroe, 307–326; *Morals*, Goodwin Ed., I, 1–32.)
3 General dread of Greek philosophy found expression in:—(‡Mahaffy, ch. 4).
a Senate's disapproval of rhetoricians and philosophers [161 B. C.].
b Censorial edict against higher schools [112 B. C.].
4 Higher schools under the Empire. (Göll, I, 19–30; Hobhouse, 41–44.)
a Caesar and Augustus encouraged and protected higher schools.
b First State maintenance of higher public schools in the reign of Vespasian [69–79 A. D.]. (Hatch, 38–40.)
c After c. 150 A. D., State supported secondary and higher schools in cities and larger provincial towns. (Bury, I, 46–47; Laurie, 394–399.)
1) Letter from Pliny the Younger to Tacitus. (Laurie, 397–398.)
d Beginnings of certificate and appointment system. (Clarke, 158–159; Hatch, 45–48.)
5 School houses. (Clarke, 51–55; Laurie, 346–347.)
6 School masters. Plutarch's lament for. (Clarke, 56–58, 154–168; Dill, 399–406; Laurie, 344–346.)
a Position.
1) Increased dignity of professors in the higher schools after 100 A. D. (Hatch, 37–42.)
b Qualifications.
1) On the selection of school masters. (Quintilian, I, bk. 2, chs. ii, iii.)
c Fees. (Clarke, 56–58; Leighton.)
1) Diocletian's schedule of prices.
7 Hours of instruction. (Clarke, 63–70; Laurie, 343–344.)
a Holidays.
b Truancy.

8 Chief educational ideas of the Romans. (Clarke, 125–153; Laurie; Quintilian, I, bk. 1, ch. iii.)
- a Nature *vs.* training.
- b Memory.
- c Study required. (Quintilian, I, bk. 1, ch. xii.)
- d Incentives.
- e Discipline.
- f Coeducation. Higher education of women. (Pellison, 33–36.)
- g Emphasis placed upon gymnastics and play.
- h Ideal of an educated man.

A LESSON. (From a painting at Pompeii.)

DECLAMATION. (From a Roman Sarcophagus.)

PUNISHMENT. (From a painting at Herculaneum.)

ROMAN SCHOOLS.

(From Daremberg & Saglio's *Dictionnaire des Antiquities Grecques et Romaines.*)

III IMPORTANCE OF THE WORK OF QUINTILIAN.

1 His position in the history of education. (Browning, 26–34; Compayré, 47–52; Dittes, 78–81; Hobhouse, 44–49; Laurie, 355–362; Monroe, 445–450; Venerable.)
- a What he represents.
- b His influence.

2 An analysis of his *De Institutione Oratoria* [96 A. D.]. (*Davidson, 214–224; Laurie, 363–389.)

IV NATURE OF ROMAN EDUCATION DURING THE NATIONAL PERIOD. (Addis, 615–622; Becker, 182–198; Church, 1–26; *Davidson, 214–224; Marquand, 79–90; Pellison, 19–36; Quintilian, as cited, and in Barnard's Jr., XI, 110–132; Stadelmann; Tacitus, *De Oratoribus,* chs. 28–32; Thomas, 209–215.)

1 Home education. (Clarke, 20–37; ‡Mahaffy, 323–330; Monroe, 451–459; Plutarch.)
- a Age limits.
- b Care as to nurses. (Quintilian, I, bk. 1, ch. i, sec. 4–5.)
- c Duty of parents. (*Ibid.*, sec. 6–7.)
- d Care as to pedagogues. (*Ibid.*, sec. 8–11.)
- e Care as to early moral education. (*Ibid.*, sec. 15–17.)
- f Early instruction to be pleasurable. (*Ibid.*, sec. 20–23.)

2 School [or home] education.
- a Primary instruction under a *ludi magister.* (Clarke, 71–93; Laurie, 336–337; Marquand, 90–103; Monroe, 451–459.)
  - 1) Age limits.
  - 2) Subject matter and method of instruction.
    - a) Aim of.
    - b) Learning the alphabet. (Quintilian, sec. 24–26.)
    - c) Text books used in reading. Conversational knowledge of Greek.
    - d) Learning to write. (*Ibid.*, 27–37.)
    - e) Arithmetic. Elementary calculation. Method. (Marquand, 95–103.)
- b Secondary instruction under a *grammaticus.*
  - 1) Age limits.
  - 2) Aim of.
  - 3) Subject matter and method of instruction. (Clarke, 94–124; Laurie, 337–340; 347–350; Marquand, 103–109; Monroe, 469–478.)
  - 4) The two classes of grammatical schools.
  - 5) Reading and literature. (Quintilian, I, viii, 1–18.)
    - a) Points of emphasis.
    - b) Favorite text books.
  - 6) Writing and writing materials. (Johnston, 15–17.)
  - 7) Music. Instruments used. (Quintilian, I, ch. x, sec. 9–33.)
  - 8) Grammar. (Nettleship, essay vi.)
    - a) After 90 B. C., Latin Rhetoric.
  - 9) Arithmetic.
  - 10) Practical applications of Geometry and Astronomy. (Quintilian, I, sec. 34–49.)

11) Gymnastics.
a) Nature of, and purpose. (Daremberg and Saglio, art. *gymnastica.*)
12) A little Geography.
c The three professions open to Roman youths. (Quintilian, bk. 12, chs. i, ii.)
1) Differentiation of Roman education at this point.
3 Higher education; School of oratory. (Göll, I, 19–30; Hatch, 25–49; Laurie, 341–343, 350–355; Marquand, 109–133; Monroe, 498–509.)
a The rhetorical schools.
1) Who attended these.
2) Purpose of.
3) Cicero's conception, as given in his *De Oratore* [55 B. C.], bk. 1, pp. 142–220. (Hobhouse, 34–41; Monroe, 421–444.)

A LATER ROMAN SCHOOL.

(From G. B. Adams' *European History*, p. 56. The Macmillan Co., New York. Reproduced by permission of the publishers.)

b Studies of the higher schools.
1) In the schools of oratory.
a) Rhetoric.
b) Declamation.
c) Analysis of language. (Nettleship, essay vi.)
d) Literature.
e) History of Rome, after about 50 B. C.
2) Under special teachers and in special schools.
a) Law.
b) Philosophy.
c) Mathematics.

c After 80 B. C., many students went to Athens, Rhodes, Alexandria, and elsewhere, for further study. (Dill, 406–410; Hatch, 35–36.)

V USE AND PUBLICATIONS OF BOOKS AT ROME. (Becker, 322–337; Brassington, 26–49; Clark, J. W.; Göll, 207–225; Guhl and Koner, 526–529; Johnston, 13–34; Lanciani, 178–205; Thomas, 226–233.)

1 How books were made.
  a School books in use.
2 Publishers and booksellers.
3 Growth of libraries in Rome. (Laurie, 393–394.)
4 The creative period in Latin literature.

SCROLLS AND BOOKCASE.

Relief from a Roman Sarcophagus. (From Johnston's *Latin Manuscripts.* Scott, Foresman & Co., Chicago. Reproduced by permission of the publishers.)

VI LEADING CHARACTERISTICS OF ROMAN EDUCATION.

1 Its points of strength and weakness.
2 Comparison with the systems of Athens and Sparta. (Stadelmann.)
3 Its contribution to civilization.
  a Survivals in our educational system. (Hatch, 42–48.)
  b Roman law in mediæval Europe. (Abdy, 7–15.)
4 Lessons to be drawn from a study of the Roman system of education.

D The Period of Decadence.

(Adams, 76–88; Bury, I, 25–36; Church, 1–14; Dill, bk. iii; Draper, I, 252–255; Fischer, ch. vi; Fowler, 265–273; Hallam, II, 462–469; Inge, see index; Kingsley, lect. 2; Laurie, 389–411; Lecky, I, ch. 2; Montesquieu, chs. ix–x; Taylor, II, chs. xiv–xvi.)

I CONTRIBUTING ELEMENTS.

1 Rapid growth and demoralizing influence of slavery.
2 Increasing corruption. Growth of oppressive taxation.

3 Financial distress of the cities.
4 The obliteration of the peasantry. Efforts to remedy this.
  a The system of poor relief and loans.
  b Introduction of barbarians as soldiers and farmers.
5 Decreasing birth-rate and population.
  a To what due.
6 Unwieldiness of the Empire.
  a Revolts in the provinces.
  b Inroads of barbaric nationalities.
7 The plague in 166 A. D.
8 Growth of a super-civic philosophy.
  a The inheritance from Greece. (Hatch, lect. 2; Taylor, I, ch. xiii; Syllabus, p. 31.)
  b The Teachings of Christianity. (Bury, I, 25–36; Laurie, 389–411.)
  c The Teaching of Plotinus. (*Davidson, 231–235.)
9 Decline of the Roman schools with the evolution of Christian schools. (Syllabus, Sect. XI.)
10 Picture of society in the fourth and fifth centuries. (Dill, bk. v; Hodgkin, 44–54.)

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XI EARLY CHRISTIAN EDUCATION.

(Schmid, II, pt. 1, 1–83.)

I THE NEW FORCE IN THE WORLD. (*Davidson, 231–235; Draper, I, 256–274; †Fisher, ch. i.)

1 The contribution of Greece to European civilization. (Adams, 14–19; ‡Davidson, 117–120; May, I, 137–139.)
2 The work of Rome. (Adams, 20–[illegible])
3 The addition of Christianity a new moral force. (Adams, ch. iii.)
  a The time propitious.
4 Mingling of the three elements. (†Davidson, ch. ix; Döllinger, ch. vii; Hatch, lect. 2; *Kingsley, preface; Moeller.)

II GROWTH OF THE CHRISTIAN SECT. (Allard; Draper, I, 266–283; Emerton, ch. ix; *Fisher, 575–580; Gibbon, II, ch. xvi; John, 45–57; Lanciani, ch. i; *Taylor, II, ch. xxv; Thatcher and Schwill, 22–24.)

1 The Roman world-religion.
  a Christian faith not capable of incorporation.
  b After the deification of the Emperor, Christians punished as disloyal citizens. (Crozier, I, 405–412; †Fisher, 46–51; Plummer, ch. x; Ramsay, 346–360; Schaff, II, 36–44.)
    1) The Trajan-Pliny correspondence. (Fling, 140–142; Hardy, 51–65; Jones, 6–10; Munro-Bramhall, 8–10; Ramsay, 196–225; *Taylor, II, 356–360.)
2 The Christian sect during the first century. (*Fisher, ch. xvii; †Fisher, 37–44; Kurtz, I, 61–64; Schaff, I, 432–454.)
  a The persecutions of Nero. (Renan, 70–90.)
3 The Christian sect in the days of Marcus Aurelius. (†Fisher, 59–68.)
  a His persecutions. (Monro-Bramhall, 10–19.)
    1) Causes for.
  b The early martyrs.
  c Attitude of the Christians and Romans toward one another. (Jones, 6–18.)
4 The Christian sect during the third century. (Kurtz, I, 218–225.)
  a Persecutions; martyrs. (Kurtz, I, 75–86; Monro-Bramhall, 20–26.)

5 The final triumph of Christianity.
  a Edict of toleration [311] by Galerius. (Monro-Bramhall, 28–29.)
  b The Decree of Milan [313] by Constantine and Licinius. (Gibbon, II, ch. xx; Monro-Bramhall, 29–30.)
    1) Pagan worship still tolerated.
  c Julian's edict [362] against Christian teachers. (Mullinger, 8–9.)
  d Theodosius [391] forbade all heathen worship.
  e Alaric sacked Rome [410] and destroyed the pagan shrines.

III RAPID SPREAD OF CHRISTIANITY.

1 Cause of the rapid growth. (Draper, I, 266–283; Gibbon, II, ch. xv; Plummer, ch. ii; Schaff, II, 13–30.)
2 Christian life, worship, and thought from 300 to 600. (Bury, I, 184–196; †Fisher, 110–121; Kurtz, I, 352–390; May, I, 239–251.)

IV ORGANIZATION OF THE CHURCH. (Draper, I, 270–275, 284–289; Emerton, ch. ix; Fischer, 41–54; †Fisher, 51–59; John, 110–125; Moeller; Schaff, II, ch. iv.)

1 Nature of the Church up to 200 A. D.
2 Development between 200 and 225 A. D.
  a Attitude.
  b Unity of belief an essential.
  c Unity in administration and discipline. (John, ch. vi.)
3 Adoption of Roman governmental system. (Ramsay, 361–368; Renan, 121–131.)
  a The result. (Renan, 151–172.)
4 Next step the formulation of belief. (†Fisher, 129–132; Gibbon, II, 493–500; Kurtz, I, 316–325; Mitchell; Moeller, I, 378–400.)
  a The Councils of Nicæa [325] and Constantinople [381]. The Nicene Creed. (Mitchell, 2–14.)
  b The Arian-Athanasian controversy. (Draper, I, 284–289; Emerton, 98–100.)
5 Next step the foundation of a system of education to perpetuate itself.

V CHRISTIANS AND PAGANS COMPARED. (Adams, ch. iii; Bury, I, 1–24; Lecky, II, ch. iv; Renan, lect. 1; Schaff, II, ch. viii; Schmidt, bks. 1–2; Taylor, II, ch. xxv.)

1 Ideals of each, with reference to:—
  a Purpose of education.
  b Aim and end of life.
  c Classes in society.

d Application of law.
e Family life. Morality.
f Control and education of children.
g Individual subjection to the State.
h Function of religion. Religious life.
i Attitude toward foreign nationalities.

VI REACTION OF CHRISTIANITY AGAINST PAGAN EDUCATION. (Adams, ch. iii; ‡Davidson, 127–132; Dittes, 86–91; Plath, 33–44; Schmidt, bk. 1; Taylor, II, 334–376.)

1 Elements in the Roman life which led the Christians to reject:—
a Their educational system. (Smith and Cheetham, article, *schools.*)
1) The Christian system an evolution.
2) Nature of the new education.
a) Where and how taught.
b) Subject matter of instruction.
b Classical literature. (Dill, 385–389; Guizot, II, lect. 17; *Hallam, I, ch. 1, secs. 1–15; †Hallam, II, ch. ix, pt. 1; Laurie, 24–27; Liscomb; Mullinger, 5–11; Plath, 33–44; Smith and Cheetham, article *schools;* †Taylor, 107–122; West, 11–18.)
1) Why rejected by many.
2) Total rejection not possible, as pagan literature represented the only means of culture. (†Taylor, 107–122.)
3) Attitude of:—
a) Tertullian [d. 245].
b) The Council of Carthage [398].
c) St. Jerome [d. 420].
d) St. Basil [d. 379].
e) St. Augustine [d. 430].
f) Cassiodorus [d. 569].
4) Preservation of the classical literature in the monasteries. (see division VIII, below).
c Worldly life. (*Fisher, ch. vi.)
1) Why rejected.
2) How this spirit expressed itself. (Draper, I, 424–438; †Fisher, 110–115.)
2 The backward swing of the pendulum.
a How far due to:—
1) The Christianity of the time.
2) The barbaric inroads.
3) Other causes.

b Ignorance during the period. (Compayré, 67–70; ‡Davidson, 127–132; †Fisher, 110, 160–161; †Hallam, II, ch. ix; Johnston, sec. 42; Laurie, 52–53; Liscomb; Mullinger, 34–38; Schaff, IV, 583–604; Symonds, 58–68.)

c Literature of the period. (Guizot, II, lects. xvii–xviii; Lecky, II, 235–243.)

d Society in the seventh century. (Bury, II, 387–398.)

VII NATURE OF EARLY CHRISTIAN EDUCATION. (Barnard's Jr., XXIX, 515–524; Compayré, 61–71; ‡Davidson, 121–132; Drane, I, ch. i; Ellis; Laurie, 7–32; Magevney; Plath, 27–32; Regener, 22–25.)

1 Nature and object of instruction in the Apostolic Age [1–100 A. D.].

2 Founding of the catechetical schools [c. 180 A. D.]. (Moeller, I, 254–255, 471–473; Smith and Cheetham, arts., *catechumens, Cathechetical Schools of Alexandria,* and *Schools.*)

a Object of and teaching. (‡Davidson, 121–126.)

b The school at Alexandria.

1) Why the instruction was broader there. (*Kingsley, preface.)

2) Rank of the school.

c Episcopal schools a development of the catechetical.

3 Growing need of a system of education to replace the Romano-Hellenic schools.

a Gradual decline of the Romano-Hellenic schools. (†Laurie, 7–15, 18–27; Smith and Cheetham, art. *Schools.*)

b The Church [c. 400] finally gained complete control over education. (*Laurie, 389–411.)

1) Schools during the first four centuries. (Dill, 406–410.)

2) New subjects added in the fifth century.

a) The school of the *grammaticus* entirely superceded.

4 Clement of Alexandria [d. 220] (Clement, *Ante-Nicene Library,* IV).

a "On the Work of an Instructor" (bk. 1, pp. 113–185).

b His "View of Christian Life" (pp. 313–331).

5 St. Jerome on the education of girls. (Barnard's Jr., V, 593–598; Ernesti, pt. 1; Rep. U. S. Com. Educ., *Misc. Pubs.,* 1867, pp. 371–376.)

a Care during infancy.

b Subject matter and methods of instruction.

c Care of the body. Food. Amusements.

d Grandeur of an ascetic life.

6 St. Augustine on education. (Ernesti, pt. 2; Plath, 39–44; St. Augustine.)

VIII THE BEGINNINGS OF MONASTIC EDUCATION. (Cutts, 1–6; †Fisher, 110–116; Gibbon, III, ch. xxxvii; Guizot, II, lects. xiv, xv; Kurtz, I, 248–256; Mullinger, 24–34; Schaff, III, ch. iv.)

1 Results which followed the supremacy of Christianity.

2 Sources of monasticism. (Draper, I, 424–438; †Fisher, 111–114; †Kingsley; Moeller, I, 355–364; Montalambert, I, bk. 2; Schaff, III, 148–198; I. G. Smith, pt. 1, chs. i–iii; †Taylor, 136–155; Wishart, ch. i; Woodhouse, 37–52.)

a Athanasius' life of St. Anthony.

b The anchorites; cloister life in the East.

c St. Basil, Bishop of Cæsaria, formed the Basilian order [370].

1) His rule. (Woodhouse, 53–56.)

3 Monasticism in the West. (†Fisher, 114–116; Milman, I, bk. 3, ch. vi, II, bk. 4, ch. v; Moeller, I, 364–377; Montalambert, I, 265–274; Mullinger, 24–34; Schaff, III, 200–231; Smith, pt. 1, chs. iv–v; †Taylor, 155–197; Thatcher and Schwill, 318–326; Trench, lect. viii; Wishart, ch. ii; Woodhouse, 57–66.)

a St. Martin founded the first monasteries in Gaul.

1) At Ligugé [Poitiers, 361].

2) At Tours [372].

b Cassian founded the monastery of St. Victor, at Marseilles [404].

1) His rule. (†Laurie, 29–32; Mullinger, 24–30.)

2) Provision for monastic schools.

a) Nature of.

b) For whom intended.

c Lerins founded [410] by Honoratus.

d Rapid extension along the valleys of the Loire and the Rhone.

4 Further work of the monks in preserving learning and extending education. (See Syllabus, pp. 58–59.)

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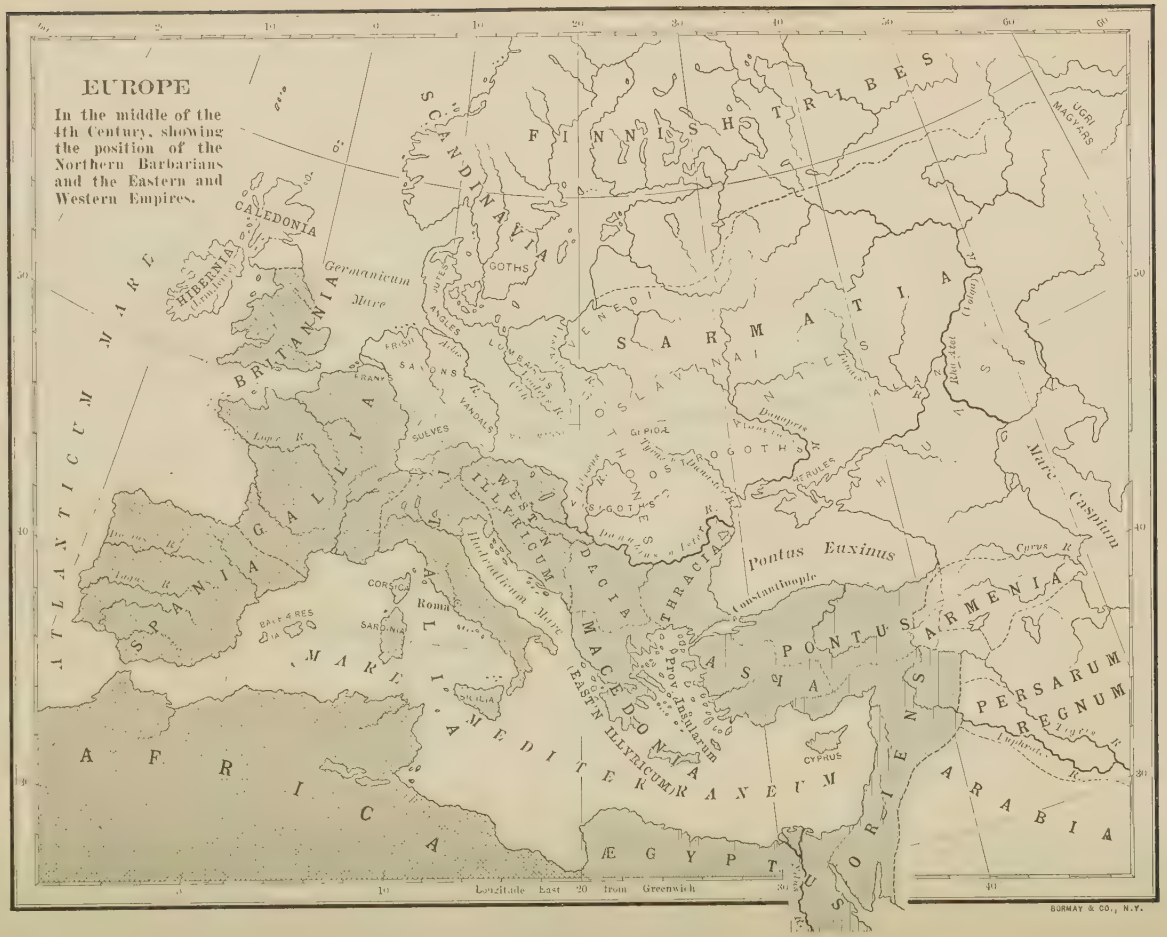

EUROPE IN THE 4TH CENTURY.

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EUROPE IN THE TIME OF CHARLEMAGNE.

(Reproduced, with the permission of the publishers, from a map in Church's *Beginnings of the Middle Ages.* Chas. Scribner's Sons, N. Y.)

XII THE BARBARIC INVASIONS: FORMATION OF THE NATIONS: CHRISTIANIZING THE BARBARIANS: PRESERVING LEARNING.

I FROM OFFENSIVE TO DEFENSIVE. (Church, 1–14; Duruy, 1–16; Emerton, chs. i–ii; Thomas, ch. xiii.)

1 The Belgæ, Aquitani, and Celts [Gauls] of Cæsar's time.

a Life and manners of the early Germans. (Henderson, ch. i; Howland; Jones, 19–37; Tacitus.)

b Gradual consolidation of these tribes.

c The Rhine and the Danube become the boundaries of the Empire.

d The change from offensive to defensive. The pressure from behind.

1) The year 166 A. D. a turning-point in the fortunes of the Empire.

2 Successive invasions from the North and East.

The Goths invaded the Eastern Empire [166–378]; the Visigoths under Alaric invaded Italy and Spain [395–414]; and the Ostrogoths moved into Italy [490–493]. (Church, chs. i, ii; Emerton, ch. iii; *Hodgkin, lects. iii–v; †Hodgkin.)

The Vandals and Sueves left the mouth of the Danube [378], moved West and South, crossed into Spain [409] and into Africa [429].

The Burgundians reached the Rhine frontier [c. 290], and settled near the present city of Worms [413]. (Church, chs. i, ii; Emerton, 39–40.)

The Huns appeared on the Volga [375], and under the leadership of Attila ravaged Gaul and Italy [449–454], and then returned to the Danube. (Church, ch. i; Emerton, ch. vi; *Hodgkin, 80–86, lect. vi.)

The Angles, Saxons, and Jutes settled in Kent [443–449], in Sussex [477], and in Wessex [485]. (Abdy, lects. viii, xi; Church, chs. iv, ix.)

The Northmen began their attacks on the English coast [787], overran Northumbria, and plundered and burned the churches and monasteries [866]. Peace of Wedmore [878].

The Franks a great nation living along the lower Rhine [475] extended their power to the West and South [486–530]. (Adams, ch. vii; Church, ch. ii; Emerton, chs. vii, x.)

The Saracen migrations, or conquests [632–732]. (Draper, I, 327–348; Emerton, 122–129; Stillé, ch. iv; Trench, lect. iv.)

II THE DANGER TO CIVILIZATION. (Adams, 104–106.)

1 Why all civilization was not destroyed.

a Relative danger from the different invading tribes.

2 Necessity of building up a new foundation for a future civilization.

a The consolidating force.

3 Why the lamps of learning almost went out.

III CHARACTER OF THE INVADERS; WHAT THEY BROUGHT. (Adams, ch. v; Guizot, II, lect. vii; *Hodgkin, 55–72; Montalambert, I, 437–449; Stillé, chs. i–ii; Tacitus.)

1 Their form of government.
  a Where sovereignty rested.
  b Nobility: of whom composed. The king.
  c Classes in the tribe, or nation.
  d Military clientship.
2 Their law system. (Emerton, ch. viii; Henderson, 176–189; Ozonam, 123–173.)
  a German law: Salic law: Ripuarian law.
    1) The life of the people as shown in these laws.
  b How developed and administered.
3 Their personal qualities.
4 Their mode of life.
  a Effect of on the decaying civilization of the Roman Empire.

IV THE IMPRESS OF ROME UPON THEM. (Abdy, 1–15; Adams, 20–38; Bryce, 15–31; Church, 53–61; Ozonam, 325–407.)

1 The past work of Rome in unifying the life of the provinces. Effect in:—
  a Perpetuating Roman institutions.
  b Paving the way for the Church.
2 The influence of Roman law and order. (Guizot, II, lect. xi; Taylor, 56–66.)
  a Theodosian and Justinian codes.
  b Military organization.
  c The idea of a central power.
  d The idea of corporate municipal life.
3 The influence of Romano-Hellenic learning and culture.
4 The superior Roman civilization everywhere met with.
  a The Latin language. (Church, 55–61.)

V THE IMPRESS OF CHRISTIANITY UPON THEM. (Allen, ch. x; Church, 45–53; Dittes, 82–86; Fisher, 96–97, 114–152, 160–161; Gibbon, III, ch. xxxvii, 687–695; Kingsley, lects. viii–ix; Maitland; May, I, 239–251; Stillé, 53–69.)

1 Barbarians encounter an organization stronger than force and greater than kings, which they must:—
  a Accept and make terms with, or
  b Absolutely destroy.

2 Character of the services rendered by the bishops, priests, and monks. (Allen, 204–226; Draper, I, 437–439; Gibbon, III, ch. xxxvii, 687–692, 709–711; Kingsley, lect. ix; Lecky, II, 243–248; Magevney, 1–24; Montalambert, I, 437–455, 497–541, 660–679; Trench, lects. iii, v.)

a Work of Ulphilas [c. 313–383] and his followers among the Goths of southern Russia. (Hodgkin, 77–78; Moeller, II, 31–33.)

b Others strove to convert kings and tribes. Barbarian Europe slowly Christianized. (Fisher, 96–97, 144–152; Milman, I, bk. 3, ch. ii, II, bk. 4, chs. iii, v; Moeller, II, 30–49, 94–98, 136–154; Schaff, IV, ch. ii; Trench, lects. iii, v.)

1) Dates of some conversions.

440 St. Patrick converted the Irish.
496 Clovis, King of the Franks, became a Christian.
587 Reccared, King of the Goths of Spain.
597 Ethelbert, King of Kent.
626 Edwin, King of Northumbria.
635 The English of Wessex.
681 The South Saxons.
878 Guthrum, the Dane, by the Peace of Wedmore.
912 Rollo, Duke of the Normans.
967 Boleslav II, King of the Bohemians.
972 The Hungarians.

2) The moral force of monastic life. (Allen, ch. viii.)

3 Foundation of missions kept pace with the fortunes of war.

a By 614 there were 112 bishoprics in Frankland alone.

b The Church soon became a great temporal power.

4 Effect of this period of conquest on the Church itself. (Church, 51–53; Compayré, 67–70; Fisher, 97, 144, 156, 160–161; Mullinger, 34–38.)

a State of learning, culture, and morality during this period.

b Social and religious life in the 7th Century. (Bury, II, 387–398.)

VI THE PRESERVATION OF LEARNING DURING THE PERIOD.

1 The order of Cassian, and his rule. (Syllabus, p. 51.)

2 St. Benedict founds the first Benedictine monastery at Monte Cassino [428]. (Montalambert, I, bk. iv; Mullinger, 41–47; Thatcher and Schwill, 326–335; Wishart, ch. iii; Woodhouse, 71–84.)

a The rule of St. Benedict. (Barnard's Jr., XXIV, 525–544; Cutts, 6–17; Drane, I, ch. i; Henderson, 274–314; Hunt, ch. x; Jones, 94–99; Maitland; Putnam, I, 122–133; Schaff, III, 220–225; Smith, pt. 1, ch. vi; Woodhouse, 76–80.)

1) His order in part a reaction.

b The future particularly indebted to this order for three rules:—
  1) Imposing the duty of instructing novices.
  2) Imposing the duty of transcribing manuscripts. (Johnston, sec. 43.)
  3) Provision for daily reading and study.

c Rapid spread of the order, carrying instruction over Europe and preserving learning during the Dark Ages. (Smith, pt. 1, ch. vii; Woodhouse, ch. iii.)
  1) Work of the order in preserving learning. (*Clark, 9–22; †Clark; Gairdner, 58–63; Gasquet, ch. ii; *Hallam, II, ch. i, secs. 1–15; †Hallam, II, ch. ix, pt. 1; Hodgetts, 92–108; Johnston, sec. 43; *Lacroix, 423–442; †Lacroix, 299–338; Lanciani, 200–205; Lecky, II, 212–221; Magevney, 1–24; Maitland; Putnam, I, 16–145; Wishart, ch. ix.)
  2) Scarcity of books during the early Middle Ages. (†Clark; Gasquet, ch. i; †Hallam, II, ch. ix, pt. 1; Lanciani, 200–205; Maitland; Putnam, I, 133–145; Schaff, IV, 601–608; Symonds, 58–68.)

A MONK IN A SCRIPTORIUM.

A MEDIÆVAL WRITER.

(From a MS. of Metrical Relations of Miracles of the Virgin Mary, now in the library of the city of Soissons, France.)

The monk is reading, seated before a bookcase, the table of which moves up and down on a screw. Upon this table is an inkstand, and below it apparently an inkbottle. The table has receptacles for books and paper or parchment. In the walls of the room are cupboards for books, a few of which can be seen.

(From a MS., No. 6985, in the National Library in Paris.)

The scribe is seated in a chair with a writing desk attached. In his hand is a pen, with which he is writing, and a knife for erasing. The table before him is covered with books.

VII MONASTIC AND EPISCOPAL SCHOOLS. (Azarias, 3–36; Baumeister, I, Pt. 1, 20–23; Denk; Dittes, 91–95; Guizot, II, lect. xvi; Plath, 44–48; Putnam, I, 106–122; Regener, 31–35; Schiller, 35–60.)

1 Origin of each. (Syllabus, p. 51.)
2 Where established.
3 Nature of education provided.
  a Its extent.
  b For whom intended.
4 Value of these schools before Charlemagne. (Allen, 249–261.)

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XIII ENGLAND AND IRELAND DURING THE EARLY MIDDLE AGES.

I THE EARLY IRISH AND SCOTTISH SCHOOLS. (Drane, I, ch. ii; Edgar, 8–17; Fisher, 96–97; Laurie, 32–36; Lawless, 42–49; Montalambert, I, bk. viii, chs. ii, iii; Newman, I, 116–129; West, 28–31.)

1 Christian civilization and monastic life introduced into Ireland [c. 425 A. D.], probably via Marseilles.
  a St. Patrick preached Christianity to the Irish [440].
  b Monasteries soon became numerous.
2 Famous monastic schools of the 6th and 7th centuries.
  a Ireland at this time the center of learning of the world.
  b Schools destroyed by the Danes. (See Syllabus, p. 56.)
3 St. Columba went to Scotland [565] to establish Christianity.
  a His life and work.
  b Iona founded.
4 Early Bardic schools of Ireland and Scotland. Beginnings of national literature and education. (Edgar, 23–32, 279–286.)

II CHRISTIANITY AND LEARNING IN ENGLAND. (Church, 120–131; Drane, I, ch. iii; Edgar, 17–19; Fisher, 146–149; Hazlitt, I, 177–238; Laurie, 35–39; Mullinger, 49–51, 61–67; Newman, I, 116–129; Schaff, IV, 19–76; West, 29–39.)

1 St. Augustine in Kent [Landed, 597 A. D.].
  a Rapid spread of Christianity in England.
  b Oswald sent [635] to Iona for monks.
  c Monasteries and churches multiply. (Hunt, ch. x.)
  d Wearmouth, Yarrow, and Lindisfarne founded.
    1) Their libraries. (Church, 157–161.)
  e Bede a life-long student at Wearmouth and Yarrow. (Gairdner, ch. i; Hodgetts, lect. 3.)
2 Bede's friend, Egbert, founded the cathedral school at York [732].
  a Its great library. (Mullinger, 61–67; West, 31–37.)
  b The grammar school at York [700–1902]. (Leach.)
  c Alcuin [735–804], a pupil in the school, and afterwards master. (Monnier, pt. 1, ch. i.)
    1) What he studied.
    2) His fame as a teacher. (See Syllabus, p. 67.)

III EDUCATIONAL EFFORTS OF KING ALFRED. [871–901.] (Asser's *Life;* Drane, I, ch. vii; Gairdner, 30–48; Green, 50–52; Harrison; Hazlitt, I, 177–238; Histories of England; Hunt, ch. xiv; Laurie, 52–53; Milman, II, bk. 5, ch. x; Morley, II, ch. xii; Schaff, IV, 618–620; Thorpe, ch. vi; Timbs, 1–8.)

1 Social conditions in England at the time of Alfred the Great. (Bowker, see table of contents; Church, 166–177; Giles, ch. v.)

2 The work of King Alfred. (Bowker, ch. vi; Church, 215–224.)

a In collecting the laws and administering justice. Abdy, ch. ix; Besant, ch. v; Conybeare, ch. xii.)

b In founding monasteries and schools. (Gairdner, 58–63.)

c In encouraging learning throughout his realm. (Abdy, ch. xiii; Besant, ch. vi; Bowker, chs. ii, v; Conybeare, ch. ix; Magevney, 34–40.)

d In translating books into English. (Besant, ch. vii; Conybeare, ch. x.)

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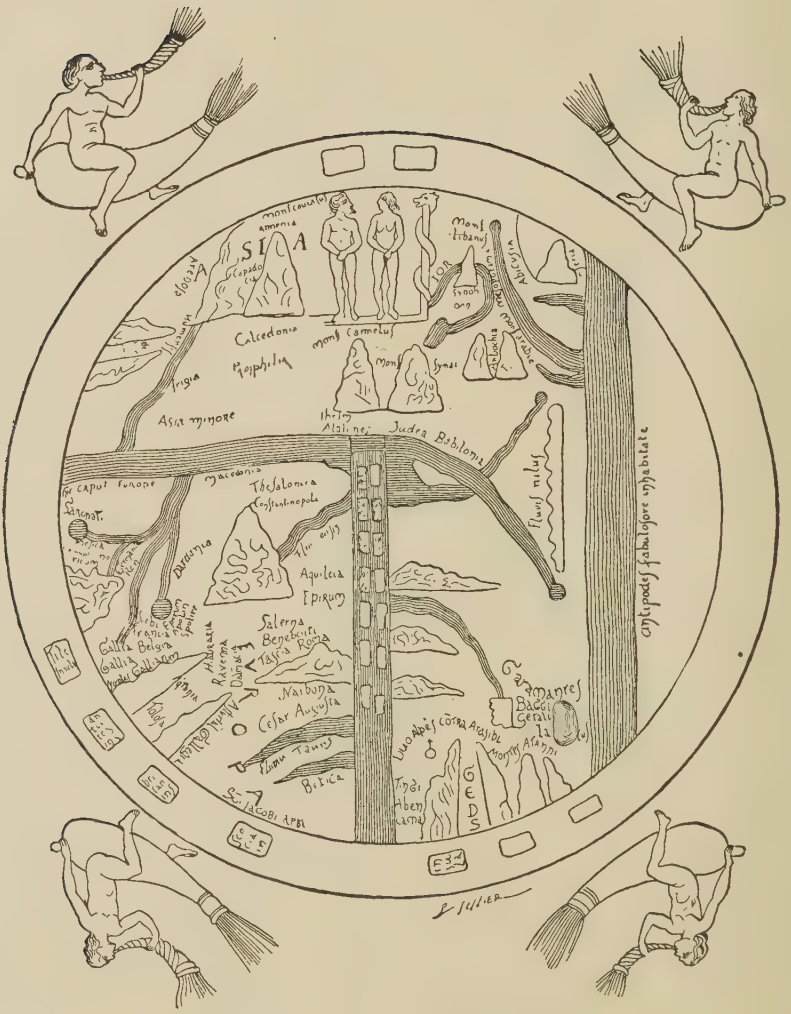

A MEDIÆVAL MAP OF THE WORLD.

"A copy of this map was owned by Charlemagne and mentioned in his will as one of his chief treasures." DAVIS. (Reproduced from Davis' *Charlemagne*, G. P. Putnam's Sons, N. Y., by permission of the publishers).

CHURCH CENTERS IN THE TIME OF CHARLEMAGNE.

(Reproduced from Emerton's *Introduction to the Middle Ages*, Ginn & Co., Boston, by permission of author and publishers.)

XIV THE REVIVAL OF LEARNING UNDER CHARLEMAGNE AND ALCUIN.

(Adams, 154–169; Baumeister, I, pt. 1, 23–26; Compayré, 70–73; Dittes, 96–98; Freundgen; Meier; Plath, 48–52; Regener, 28–31; Schmid, II, pt. 1, 145–232.)

I CHARLEMAGNE: HIS LIFE AND WORK. (Allen, 236–248, 249–261; Duruy, ch. ix; Eginhard; Emerton, 214–232; Guizot, II, lect. 20; Hauréau, ch. i; Henderson, 76–87; Mombert, bk. 3, ch. vi; Monnier, pt. 1, ch. iii.)

1 Charlemagne made sole king of the Franks in 771.
  a His ancestors had fought to establish social order.
  b He continued the fight with great vigor.
    1) State of Europe in his time. (Giles, ch. v.)
  c Character of the man.
2 Character of his court. (Mombert, 253–267.)
  a His first efforts to secure instructors. (Mullinger, 47–49.)
    1) Peter of Pisa.
    2) Paulus Diaconus, the Lombard scholar.
  b Met Alcuin, the *scholasticus* of York, in 781 at Parma. (West, 39.)

II ALCUIN AND THE PALACE SCHOOL. (*Azarias, 39–46; Baumeister, I, Pt. I, 23–25; Drane, I, ch. v; Duruy, 135–138; Guizot, III, lect. 22; Lorenz, lects. ii, v; Mombert, bk. 2, ch. ix; Monnier, pt. 1, ch. iv; Morley, II, ch. vi; Mullinger, 68–89, 104–105; Townsend, ch. ii; West, 40–48.)

1 Arrived at the court of Charlemagne with three followers [782].
  a The state of learning. (Church, 133–135.)
  b The condition of the clergy and of Christian worship. (Fisher, 155–162.)
2 Established the Court or Palace School.
  a Nature of this.
  b The pupils.
  c Method of instruction.
  d The text-books used.
  e Examples of Alcuin's teaching. (Freundgen, 138–147; Meier, 25–32; Mombert, 244–251; Monnier, pt. 1, ch. iv; Schütze, pt. 4.)

f Alcuin's instruction in Grammar, Rhetoric, Logic, Arithmetic, and Astronomy. (Freundgen, 55–138; Monnier, pt. 1, ch. iv; Mullinger, 75–88.)

3 The basis of promotion in the State.

III BEGINNINGS OF STATE EDUCATION. (Church, 133–135, 139–142; Davis, ch. viii; Dittes, 96–98; Drane, I, ch. v; Guizot, III, lect. 23; Hauréau, ch. vi; Laurie, 43–55; Magevney, 24–34; Maitland; Mombert, bk. 3, ch. i; Mullinger, 99–108; Munro, 12–16; Putnam, I, 109–117; Rashdall, I, 26–32; Schütze, pt. 5; Specht, 15–30; Townsend, ch. ii; West, 49–63.)

1 Alcuin's suggestion for a new Athens in Frankland. (Freundgen, 168–172; Schütze, pt. 3.)

2 Charlemagne's first proclamation on education [787].

a To whom addressed.

b The letter in full. (Laurie, 44–46; Mullinger, 97–99; West, 49–51.)

3 Singing-, arithmetic-, and grammar-masters imported from Rome [787], and sent to the principal monasteries to teach.

4 The second proclamation of 787, relating to:—

a The clergy.

b The monastery schools.

1) What was to be taught in each school.

5 The corrected Scriptures and a collection of sermons "carefully purged from error and sufficing for an entire year" sent to each church.

6 Charlemagne's favorite studies.

7 Use of the Frankish tongue. (Mombert, 268–269.)

8 Instructions issued by the Council of Aachen [789].

a The Capitulary of Aachen [789]. (Maitland, 41.)

9 Further regulations issued by Charlemagne for the government of monks and clergy [794].

10 Theodulf of Italy, appointed Bishop of Orleans [794].

a His proclamation of 797, and its importance.

11 Charlemagne's general proclamation on education [802].

12 Effect of this work in advancing learning. (Henderson, 78–81; Mombert, 264–267; Newman, I, 150–162; West.)

IV CHARACTER OF THE SCHOOLS ESTABLISHED. (*Azarias, 3–36, 171–204; †Azarias; Baumeister, I, Pt. 1, 25–26; Laurie, 67–72; Mullinger, 130–134; Ozonam, 550–606; Specht, 15–30; West, 56–58.)

1 The five different classes of schools.

2 The teacher of each and by whom appointed.

3 The attendance of each.
4 Nature of the instruction given in each school.
a Elementary.
b Secondary.
5 Organization and discipline of the different schools.
6 Copying of manuscripts in the schools.

V ALCUIN AT TOURS. FURTHER ADVANCES. (Lorenz, sec. iv; Monnier, pt. 3, ch. i.)

1 Alcuin made Abbot of Tours [796].
a His work for the school there.
b His mission.
c His work in copying manuscripts. (Mullinger, 110–114, 121–126; West, 64–88.)
2 Alcuin died in 804. Charlemagne died in 814.

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XV EDUCATION FROM THE NINTH TO THE THIRTEENTH CENTURIES.

I AFTER CHARLEMAGNE AND ALCUIN. (Barnard's Jr., XXIV, 337–370; Drane, I, ch. ix; Monnier, pt. 3, ch. i; Poole, 79–89.)

1 Additional decrees by Church councils.
  a By the Council of Chalons [813].
  b By the Council of Aachen [817].
2 Educational centers in the Empire at Alcuin's death. (West, 126–128; map.)
  a Course of the stream of learning.
3 Rabanus Maurus [776–858]. (Freundgen; Mullinger, 138–156; Schütze, pt. 2; Türnau.)
  a His fame as a teacher at Fulda. (West, 126–133.)
  b His *Encyclopedia* [819] as a summary of the learning of his time. (West, 156–164.)
4 Other teachers and the extent of Alcuin's later influence. (Drane, I, ch. vi; West, 165–179.)
  a Permanent value of his work.
5 Disintegration of Charlemagne's empire.
  a The cause.
  b Darkness again settled over the land. (Compayré, 67–70, 73; Drane, I, ch. ix; Duruy, ch. xvi; Laurie, 75–86.)
  c The second revival under Otto III [980–1002] in Germany. (Barnard's Jr., XXIV, 360–364; Townsend, ch. iv.)
    1) Extent and duration of.
    2) Work of Gerbert.
6 Work of the monasteries.
  a In copying books and preserving learning. (Syllabus, p. 58–59.)
    1) Picture of daily life in a mediæval monastery. (Capes, chs. xiv–xv; Church, ch. iii; Gairdner, 58–63; Gasquet, ch. ii; Gibbon, III, ch. xxxvii; Jessopp, ch. iii; Jones, 94–99; Kingsley, lect. ix; Putnam, I, 16–145; Scheffel.)
  b In amassing libraries and monastic property. (Gasquet, ch. i; Putnam, I, 146–161.)
  c In teaching.

II SCHOOLS FROM THE 9th TO THE 13th CENTURIES. (Allen, ch. xii; Barnard's Jr., XXIV, 337–370; Field, ch. i; Just; Laurie, 55–72; Maitland; Schmid, I, Pt. 1, 232–258; Specht, 67–80.)

1 Monastic schools. (Putnam, I, 117–122; Regener, 40–43; Specht, 150–171; Syllabus, pp. 60, 68–69.)

a Inner schools.

b Outer schools.

1) For whom intended.

c Value of these schools from the 9th to the 13th centuries.

AN OUTER MONASTIC SCHOOL.

(After a wood engraving of 1497. From Lacroix, *L'école et la science jusqu'a la renaissance*, p. 53.)

2 Cathedral and parish schools. (Specht, 172–191.)

a Nature and value of these schools after Charlemagne.

b Their status about 950 A. D.

3 The three grades of instruction provided. (Alain, ch. ii; *Azarias, 3–36, 171–204; †Azarias; Drane, I, ch. ix.)

a Elementary. (Laurie, 57–61; Specht, 67–80.)

1) When begun.

2) Subjects and methods of instruction.

3) Object of instruction.

b Advanced, or secondary instruction. (Laurie, 57–61.)

1) When begun.

2) Subjects and methods of instruction.

3) Object of instruction.

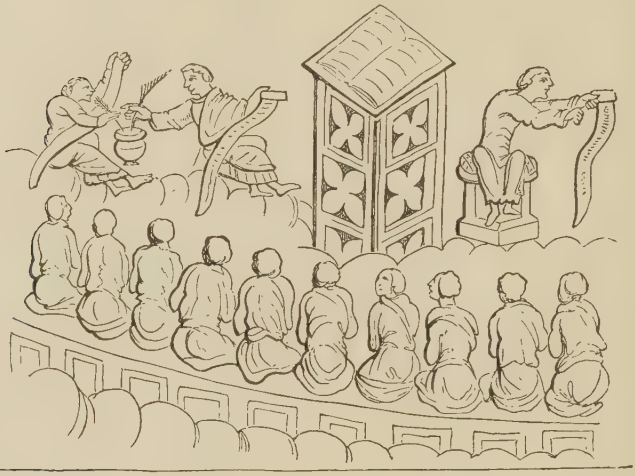
c Higher education. (Laurie, 61–67; Poole, 79–89.)

1) Subjects of instruction. Points of emphasis.

2) Manner of instruction.

3) Books used.

4 Extent of the instruction offered.
  a By any one school.
  b Travelling students.
  c Centers of learning.



INTERIOR OF A NORMAN SCHOOL, TWELFTH CENTURY.

(After Wright, *Homes of Other Days*, p. 130.)

In the original cut the bench on which the scholars are seated forms a complete circle. To the left are two writers, while to the right is the teacher, who seems to be lecturing. In the center is the teacher's desk.

5 The school-master of the later Middle Ages.
  a His position, work, pay, pupils, and methods of instruction. (Alain, ch. ii; *Azarias, 171–204; †Azarias.)

III CHARACTERISTICS OF THE EDUCATION OF THE MEDIÆVAL PERIOD.

1 With reference to attitude toward:—
  a Classical literature.
  b Science and investigation.
  c Philosophy.
  d Reason and faith.
  e Education of women.
2 Nature of Christian literature.
3 Methods used in teaching.
4 Criterion of educational values.

A MEDIÆVAL SCHOOL.

(From the *Manuale scholarium*. Copied from Fick's *Auf Deutschland's hohen Schulen.*)

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XVI STATE OF HIGHER LEARNING DURING THE MIDDLE AGES: THE SEVEN LIBERAL ARTS.

(Baumeister, I, Pt. 1, 26–29; Davidson, 237–247; Laurie, 54–74; Meiser; Parker; West, 1–27.)

I THE SEVEN LIBERAL ARTS, AND PHILOSOPHY.

1 An inheritance and an evolution.
   a When the number became fixed.
2 The curriculum of the Middle Ages.
   a The *Trivium:*—Grammar, Dialectic, Rhetoric. (Specht, 86–126.)
   b The *Quadrivium:*—Geometry, Arithmetic, Astronomy, Music. (Specht, 127–149.)
   c Philosophy:—Physical Science, Metaphysics and Ethics, Theology.

II DEVELOPMENT AMONG THE GREEKS.

1 The two divisions of education among the early Greeks.
2 Aristotle [c. 325 B. C.] distinguished between elementary and advanced studies, and closely approached the Seven Liberal Arts. (See Syllabus, p. 31.)
3 Teles [260 B. C.] wrote that the studies were:—
   a For boys:—Letters, Music, Drawing.
   b For youths:—Arithmetic, Geometry.
4 Philo Judæus, a contemporary of Christ, named:—
   a The Encyclic Arts, consisting of:—Grammar, Rhetoric, Dialectic, Arithmetic, Geometry, Music.
   b Philosophy, consisting of:—Physics, Logic, Ethics.
5 Sextus Empiricus, a Greek teacher at Athens and Alexandria, in the latter part of the 2d century, gave:—
   a The Arts:—Grammar, Rhetoric, Dialectic, Arithmetic, Geometry, Music.
   b The Sciences and Philosophy:—Logic, Physics, Ethics.

III DEVELOPMENT AMONG THE ROMANS. (Parker.)

1 Cato the Censor [c. 160 B. C.] outlined the Roman curriculum of his time. (Syllabus, p. 38.)
2 Varro [c. 50 B. C.] and his Nine Liberal Disciplines. (Syllabus, p. 38.)
3 Dionysius Thrax, in his Grammar [c. 90 B. C.], enumerated the Liberal Arts, as:—Astronomy, Geometry, Music, Philosophy, Medicine, Grammar, Rhetoric.

4 Studies of Roman schools during the last century, B. C. (Syllabus, pp. 41–42.)
5 Seneca [65 A. D.] enumerated the following:—
a Secondary Instruction, consisting of Music, Geometry, Arithmetic, Astronomy.
b Philosophy, consisting of Moral, Natural, Rational (Dialectic and Rhetoric.)
6 The studies enumerated by Quintilian [100 A. D.]. (Syllabus, p. 42.)

IV DEVELOPMENT AMONG THE LATER PAGANS AND EARLY CHRISTIANS. WRITERS, STUDIES, AND TEXT-BOOKS OF THE MIDDLE AGES. (Günther, on Mathematics; Meier, 122–135; Mullinger, I, 21–33; Newman, I, 105–115; Rashdall, I, 32–37; Regener, 35–40; Reichling, iii–xix; Schaff, IV, 604–615; Schütze, pt. 2; Smith and Cheetham, art. *Schools;* Taylor, 45–55; West, 4–27.)
1 St. Augustine [425] named as *Disciplinarum Libri:*—Grammar, Music, Dialectic, Rhetoric, Geometry, Arithmetic, Philosophy.
a His position as the instructor of the Middle Ages.
2 Orosius [fl. c. 416].
a His *Histories.*
3 Martianus Capella [c. 425] first mentioned the Seven Liberal Arts.
a These probably the studies of the better Roman schools of the time.
b Medicine and Architecture excluded.
c His *De Nuptiis Philologiæ et Mercurii.* (Parker, 437–461; Taylor, 49–55.)
4 Bœthius [c. 475–524] first used the term *Quadrivium,* and clearly distinguished the two groups of studies.
a His importance as a mediæval authority.
b His version or adaptations of Arithmetic, Geometry, the Logic of Aristotle, and Commentaries on Aristotle, Cicero, etc.
c These the standard text-books throughout the Middle Ages.
1) What this indicates.
5 Cassiodorus [468–568].
a Gave the same list as Capella, and fixed the number at seven by Scriptural authority.
6 Isidore, Bishop of Seville [d. 636].
a Same list as Cassiodorus.
b His *Etymologies* a thesaurus for centuries.
1) Nature of this work.
c Isidore closed the development of Christian learning.
d Bœthius, Cassiodorus, and Isidore, and later, Capella and Maurus, the standard authorities up to 1300.

THE MEDIÆVAL SYSTEM OF EDUCATION SUMMARIZED.

An allegorical representation of the progress and degrees of education, from the 1508 [Bâle] edition of the *Margarita Philosophica* of Gregory de Reich, substantially the same as in the earlier editions. The youth, having mastered the Hornbook and the rudiments of learning, advances toward the temple of knowledge. Wisdom is about to place the key in the lock of the door of the temple. Across the door is written the word *congrutur*,—all agree. On the first and second floors of the temple he studies the Grammar of Donatus, and of Priscian, and at the first stage at the left on the third floor he studies the Logic of Aristotle, followed by the Rhetoric and Poetry of Tully, thus completing the *Trivium*. The Arithmetic of Boethius also appears on the third floor. On the fourth floor of the temple he completes the studies of the *Quadrivium*, taking in order the Music of Pythagoras, Euclid's Geometry, and Ptolemy's Astronomy. The student now advances to the study of Philosophy, studying successively Physics, Seneca's Morals, and the Theology of Peter Lombard, the last being the goal toward which all has been directed.

7 Rabanus Maurus and his *Encyclopedia* [819]. (Freundgen; Mullinger, 138–156; Schütze, pt. 2; Türnau; West, 156–164; Syllabus, p. 71.)

8 Dante summed up the ancient and mediæval educational systems under *Trivium, Quadrivium,* and *Philosophy.*

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XVII ARAB LEARNING [800—1300].

(Crichton, ch. xiii; Davidson, 133–149; Haneberg; Hungerford; Lewes, II, 33–70; Schmid, II, Pt. 1, 570–611; Sismondi, I, ch. ii; Thatcher and Schwill, 357–360.)

A Intellectual Advances of the Saracens.

I THE MIGRATIONS AND CONQUESTS.

1 Dates of. (Syllabus, p. 56.)
2 Greatest extent of their conquests. (Freeman, map xvi.)
3 Division of the Empire [755]. The capitals.
  a At Cordova in Spain.
    1) Ommiad line ruled from 755–1038, when displaced by the Moors, who continued until displaced by the Christians.
  b At Bagdad on the Tigris.
    1) Haroun-al-Raschid became Caliph in 786. After his death Caliphate disintegrated.
  c In 9th century a Caliphate established at Cairo.
4 Golden Age at Bagdad under Caliph al Mamun [813–833]. (Coppée, II, bk. ix, ch. i.)
5 Golden Age in Spain between 750 and 1150.
6 The great revival of arts, science, and letters. (Hungerford.)
  a To what due.
7 Almost no records bearing on Arab education previous to the time of Mohammed.

II INTELLECTUAL AND SOCIAL CONDITION. (Ameer Ali, chs. xxv, xxxi; Burke, I, 167–171, 205–208; Coppée, II, bk. ix, ch. ii, 434–436; Draper, I, 400–412, II, 30–38, 40–44; Duruy, 99–104; Routledge, 55–56; Sismondi, I, ch. ii; Townsend, ch. ix.)

1 A picture of Cordova at the height of its prosperity.
2 Social habits of the people.
3 Libraries at Cairo, Cordova, and elsewhere.
4 Nature of their literature. (Le Bon, ch. ii.)
5 Their architecture; the Alhambra a type. (Le Bon, ch. viii.)
6 Their arts, industries, and commerce. (Coppée, II, bk. x, ch. iv; Le Bon, chs. vii, ix.)

III WORK IN MATHEMATICS. (Ameer Ali, chs. xxv, xxxi; Ball, 140–156; Burke, I, 205–208, 284–288; Cajori, 84–116; Coppée, II, bk. x, ch. ii; Draper, II, 38–50; ‡Lacroix, ch. v; Le Bon, chs. i, iii; Routledge, 56–65.)

1 Algebra obtained from India [c. 800] and perfected.
  a Arabic numerals derived from the same source.
2 Mohammed-ibn-Musa [c. 830] wrote an Arithmetic and an Algebra.
  a Gave rules for solving quadratics and extracting the square root.
  b Early European books based on this.
3 Tabit-ibn-Korra [839–901] translated Greek mathematical works and wrote original works of merit.
4 Abul Wefa [940–998, Bagdad] introduced trigonometric functions and constructed tables for calculating tangents and cotangents.
5 Ibn Jounis [c. 1000, Cairo] introduced used of sine.
6 Geber [c. 1175, Spain] calculated cosines.
7 Arab mathematicians determined value of π to be 3,927:1,250.

IV WORK IN ASTRONOMY. (Ameer Ali, chs. xxv, xxxi; Coppée, II, 294–295, 375–380; Draper, II, 38–50; *Lacroix, IV, ch. ii; Le Bon, chs. iii, iv; Routledge, 56–65.)

1 A degree of the earth's surface measured on the shores of the Red Sea [c. 830]. Result 56 1/3 miles.
2 Obliquity of ecliptic calculated [830].
3 Length of year determined [880].
4 Rate of progression of equinoxes corrected.
5 Ptolemy's astronomical tables corrected at Cairo [1000] by Ibn Jounis.
6 Theory that planets move in ellipses set forth.
7 Observatory tower built at Seville [1196]. "Tubes with glasses" used for observation [c. 1250].
8 Geography taught from globes in the schools.

V WORK IN CHEMISTRY AND PHYSICS. (Ameer Ali, chs. xxv, xxxi; Coppée, II, bk. x, ch. iii; Draper, I, 400–412, II, 38–50; *Lacroix, II, ch. ii; ‡Lacroix, ch. viii; Le Bon, ch. v; Routledge, 56–65.)

1 Geber [c. 800] discovered nitric acid and aqua regia, oxidized mercury, and prepared caustic alkali from plants.
2 Rhazes [c. 900] discovered sulphuric acid and alcohol.
3 Properties of gases understood. Many advances made.
4 Table of specific gravities calculated [995].
5 Alhazen [c. 1100, Spain] wrote a work on optics.
  a Explained refraction and reflection, theory of vision, and use of the retina.
  b Calculated the height of the atmosphere as 58 1/2 miles.
6 The pendulum applied to clocks and time calculated [1259].

VI WORK IN MEDICINE AND SURGERY. (Ameer Ali, chs. xxv, xxxi; Coppée, II, bk. x, ch. iii; Draper, I, 400–412, II, 38–50; *Lacroix, II, ch. iii, IV, ch. i; ‡Lacroix, chs. vi, vii; Le Bon, ch. vi; Routledge, 56–65.)

1 Study began with Al Mansur [754–775, Bagdad].
  a Rapid advances made.
  b Jews of their schools long famous as practitioners.
2 Difficult operations performed in obstetrics and general surgery.
3 Properties of many drugs understood. (*Lacroix, II, ch. iv.)
4 A Pharmacopœia written.
5 Hospitals.

VII THEIR SCHOOLS. (Ameer Ali, chs. xxv, xxxi; Burke, I, 284–288; Coppée, II, 279–281, 433–437; Draper, II, 36–38.)

1 Ali [602–661], the third successor of Mohammed, a patron of learning. Some of his sayings which have survived:—

> "A man's learning is more valuable than his gold."
> "To the dominion of science there is no end."
> "He dies not who gives his life for science."
> "Eminence in science is the highest of honors."

2 Haroun-al-Raschid enacted [780, Bagdad] that every mosque should have a school attached to it.
3 Academies established for tuition pupils.
4 Higher schools established in the leading cities, such as Bagdad, Cairo [988], Cordova, Granada, Toledo, and Seville.
  a Teachers mostly Jews.
  b Work consisted of lectures on Literature, Rhetoric, Grammar, Composition, Mathematics, Astronomy, and general Science.
  c Medicine taught in professional schools.
  d Arab scholars wrote dictionaries, lexicons, and encyclopedias.
5 Education of women.

B Condition of Christian Europe at the Time.

I CHRISTIAN CONDITIONS AND KNOWLEDGE. (Draper, II, 27–28, 115–119; Hallam, II, ch. ix, pt. i; Trench, ch. xxviii.)

1 Intellectual and social conditions compared. (Cutts, 54–92; Hallam, ch. ix, pt. 1, second half; Schaff, IV, ch. xiii; Syllabus, p. 80.)
  a Superstition of the age, the people, the clergy, and the monks. (Burr; Fisher, 229–230; Franck; Gibbon, III, ch. xxxvii, 682–687; †Lacroix, 200–264; Milman, VI, bk. 14, chs. i, ii; Moeller, II, 210–221, 331–337; Munro.)

1) Worship of saints and relics. Miracles.
a) Religion a crude polytheism.
b) Great development of the sensuous and the symbolic.
2) Trials by combat.
a) Private warfare. "Truce of God" established [1041].
3) Trials by ordeals. (Henderson, 314–319; Howland, 7–22.)
a) Forbidden by the Church [1218].

b Filth; lack of sanitation in town and homes. (See 5, below.)

2 Mathematics. (Ball, 158–167; †Lacroix, 77–104; ‡Lacroix, 161–202.)
a Roman numerals used. (Cajori, 117–124.)
b No advance until influenced by Arab learning.

3 Astronomy and Geography. (*Lacroix, IV, ch. ii; †Lacroix, 265–295; White, I, chs. ii–iv.)
a Belief as to the shape and position of the earth.
b Belief as to the purpose of the earth and heavens.
1) Consequent disbelief in unseen stars.
c Eclipses, meteors, and comets terrifying sights.
1) Comet excommunicated by Pope Calyxtus.
d The Copernican theory condemned [1616] as "absurd in philosophy" and "expressly contrary to Holy Scripture."
e The *Encyclopedia* of Bartholemew Anglicus [fl. 1230–1250] representative of the most advanced knowledge of the best scholars of the time. (Steele.)

4 Chemistry and Physics. (*Lacroix, II, chs. ii, iv; †Lacroix, 105–133, 174–199; ‡Lacroix, ch. viii; Traill, II, 74–82, 370–375, III, 325–333; White, I, ch. xii.)
a General belief in magic and witchcraft. Diabolic action.
1) Pope John XXII [1317] issued a Bull against the alchemists.
b Attitude of Christian Europe toward inquiry shown in the treatment of Roger Bacon. (Syllabus, p. 94.)
c Physics a 17th century science.
d Chemistry a 19th century science.

5 Medicine and Surgery. (*Lacroix, II, ch. iii, IV, ch. i; †Lacroix, 134–173; ‡Lacroix, 203–291; Morley, VII, 26–27, 40–41; Steele; Traill, II, 82–86; White, II, chs. xiii–xv.)
a Miracle cures common.
b Disease attributed to Satanic influence.
1) Schedule of prayers for the cure of various diseases.
2) Efficacy of the royal touch. Sacred pools, etc.
c The sacred theory of pestilence. Sanitation. (Traill, III, 114–115, 133–137, 145–153, 239–242, 413–416.)
d Dissection long prohibited as sacrilegious.

1) Discovery of the circulation of the blood first published by Harvey in 1628.

e Treatment of the insane.

1) Casting out of devils by whipping and torture. (White, II, ch. xv.)

6 Characteristics of Christian Education. (Syllabus, p. 73.)

II INFLUENCE OF ARAB LEARNING ON EUROPE. (*Ball, ch. x; †Ball, 2–11; Cajori, 124–128; Coppée, II, 370–374; Draper, II, chs. ii, iv; Lacroix, all citations to; Steele; Townsend, ch. ix.)

1 European monks went to Spain for study, and brought back translations of Arab books. The work of:—

a Gerbert [953–1003] afterwards Pope Sylvester II [999–1003]. (Franck, 1–46.)

1) Accused of transactions with the devil.

b Adelhard, an English monk, at Cordova [c. 1120].

1) His Arithmetic and Algebra used in Europe until 1533.

2) His Euclid in general use in the Universities by 1300.

c Abraham ben Ezra [1097–1167].

d Gerard [1114–1187]. Translated Ptolemy and Alhazen.

e Leonardo of Pisa [1175–1230], whose Algebra [1202] practically introduced the Arabic system into Europe.

2 Frederic II [1194–1250] employed a staff of Jewish physicians to translate Arab works.

1) His great work for learning.

3 Medical books used at Montpellier, and how obtained. (Rashdall, II, Pt. 1, 115–124, Pt. 2, 780–785.)

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XVIII IMPORTANT MOVEMENTS OF THE TENTH TO THE THIRTEENTH CENTURIES.

(Hallam, II, ch. ix; Masson, chs. ii, iii; May, I, 243–253.)

I FEUDALISM. (Abdy, ch. vii; Adams, ch. ix; Allen, ch. ii; Cheyney; Duruy, ch. xv; *Emerton, ch. xv; †Emerton, ch. xiv; Green, 83–85; Guizot, I, lect. 4, III, second course, lects. 1–5, and IV, lects. 6–11; Jones, ch. v; *Lacroix, I, chs. i, iv, III, ch. vii; †Lacroix, chs. ii, iii; ‡Lacroix, ch. i; §Lacroix, 1–86; McLaughlin, 71–99; Robertson, I, 16–25; Seebohm, 16–21.)

1 Elements contributing to the development of Feudalism.
2 Beginnings of the feudal regime. (*Emerton, ch. xv.)
3 Elements in the feudal state. (Duruy, ch. xv; †Emerton, ch. xiv.)
  a Reciprocal relations of the Lord and Vassal. (†Emerton, 488–497.)
  b Balancing of relations;—an organized anarchy.
  c Condition of the serfs.
4 Ecclesiastical feudalism.
  a Great increase in the temporal power of the Church during the Middle Ages.
  b Centralization of authority in the hands of ecclesiastics.
  c The Church the State.
5 Good results of the system.
  a The sense of personal honor.
6 Causes of its decline and fall. (Seebohm, 16–21.)
  a Popular hatred of the system.
  b Mutual jealousy of king and clergy.
  c Rise of the Common Freeman. (†Emerton, 509–519.)
  d Passing away of the conditions which gave rise to it.

II CHIVALRY: EDUCATION OF THE KNIGHT. (Allen, ch. v; Cutts, 353–368; Duruy, 230–232; Francke, 63–72; Guizot, IV, lect. 6; Jones, ch. iv; *Lacroix, I, ch. vi; ‡Lacroix, ch. v; §Lacroix, 86–148; Oman; Robertson, I, 75–79; Stillé, ch. xii; Thatcher and Schwill, 602–605.)

1 An outgrowth of Feudalism and of the influence of the Church upon the barbarians. (Gautier, 1–23.)
2 The Ten Commandments of Chivalry. (Gautier, 24–85.)

3 A Lord's court. (Gautier.)
4 Education of his sons.
  a Inadequacy of the episcopal and monastic schools.
  b Formation of the castle school.
5 The new subjects and plan of instruction. (Cutts, 406–422; Dittes, 106–108; Wright, 130–140.)
  a The *page.*
    1) His training. (Gautier, ch. v.)
    2) Subjects taught.
  b The *squire.*
    1) His training. (Gautier, ch. vi.)
  c The *knight.*
    1) The ceremony. (Gautier, chs. vii, viii; Traill, II, 125–129.)
    2) The oaths.
    3) His duties. (Cutts, 406–422; Gautier.)
6 Contrast between knightly and clerical ideals as to:—
  a Purpose of instruction.
  b Nature and method of instruction.
  c Education and position of women.
7 The seven *Frömmigkeiten* of the Middle Ages.
8 Good results of Chivalry. Its decline and end.
  a Value in developing the native languages.
9 Principles of knightly education introduced into the study of law in the 13th century.
  a Oath of the *Knight of Law.* (Forsyth, 222–227.)

III THE CRUSADES. (Adams, ch. xi; Allen, ch. iv; Guizot, I, lect. viii; ‡Lacroix, ch. iv; §Lacroix, 148–198; Milman, III, bk. 7, ch. vi; Munro; Putzker, map 16; Robertson, I, 25–34; Stillé, ch. xii; Thatcher and Schwill, 361–430; Trench, lect. x.)

1 Causes leading to the Crusades. (Keane, ch. iii.)
2 Effects of the Crusades upon Western Europe, with reference to:— (Duruy, 286–289; Guizot, I, lect. viii; Thatcher and Schwill, 431–434.)
  a Isolation. Unification.
  b National feeling.
  c Development of common ideals among the nations.
  d Intercommunication.
  e Reopening of commerce. (Adams, ch. xii; Duruy, 318–320; Stillé, ch. xv; Traill, I, 386–388; Zimmern, 30–47.)
    1) Its humanizing and educative effect.

f Introduction of new knowledge.
g New interests and new desires.
1) Change of attitude of humanity toward the old problems.

IV RISE OF THE FREE CITIES. (Adams, ch. xii; Allen, 241–250; Ashley, I, ch. ii; Duruy, ch. xxii; †Emerton, ch. xv; Francke, 100–107; Guizot, I, lect. vii; Henderson, 417–422; Hibbert; Jones, chs. viii, ix; Robertson, I, 34–75; Smith, Introd.; Stillé, 397–408; Thatcher and Schwill, ch. xvi, and 562–567, 612–614; Traill, I, 360–366, 466–467, II, 109–111.)

1 Origin of mediæval communes and cities.
a The municipal movement of the 11th and 12th centuries.
1) Causes for.
2) Effect in:— (†Emerton, ch. xv.)
a) Enfranchising the serfs.
b) Evolving the artisan.
c) Evolving the merchant, and more stable economic conditions.
3) The mediæval merchant. (Cutts, 487–517; Duruy, 318–326; Green, Mrs., II, ch. viii; Hallam, II, ch. ix, pt. 2; *Lacroix, III, ch. iv; †Lacroix, ch. vii.)
a) The Florentine merchant. (*Scaife, ch. vii; †Scaife, 298–300.)
2 Extension of rights and privileges by royal charters. (Cheyney, 7–11.)
3 Organization of guilds.
a Nature of these guilds. (Cheyney, 12–35; †Lacroix, ch. viii.)
b Part taken by them in securing:—(Ashley, I, ch. ii; Cheyney, 12–35; Jones, ch. ix; Smith; Zimmern, 11–20.)
1) Justice. Security. Free speech.
2) Self government and political rights.
c Extension to other fields—church guilds, social guilds, etc.
4 The mediæval town. (Ashley, I, ch. ii; Cheyney, 2–11; Cutts, 529–546; Zimmern, 82–125.)
5 Burgh schools established by the more important cities. (Dittes, 109–114; Edgar, ch. x; Grant, 25–44; Kämmel, 56; Lorenz, 52–69, 101–107; Mackintosh, I, ch. xii; Nohle, 18–26; Russell, 11–16; Schiller, 60–64; Schmid, II, Pt. 1, 309–332; Specht.)
a By whom taught.
b Language used.
c Nature of instruction.
1) Subjects taught.

2) The first school-house [Berne, 1481].

d Struggle between Church and State for the control of these schools.

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XIX SCHOLASTICISM.

(Allen, ch. viii; Davidson, 151–158; Fisher, 208–218; Hauréau; Kurtz, II, 77; *Lacroix, II, ch. i; †Lacroix, 111–160; Lowndes, 18–43; Milman, III, bk. 8, ch. v; Moeller, 422–435; Morley, III, 316–324; Regener, 51–58; Schmid, II, Pt. 1, 258–308; Seebohm, 11–16; Seth.)

I SOME EARLY SCHOLASTICS. (Barnard's Jr., XXIV, 368–374; Drane, I, ch. xii; Emerton, 446–464; Erdmann, I, 287–355; Fischer, 55–66; Lewes, II, ch. i; †Mullinger, 49–64; Poole, 98–108; Trench, lect. xiv; Ueberweg, §89–§94.)

1 John Scotus Erigena, master of the Palace School under Charles the Bald [c. 845–855]. (Guizot, III, lect. xxix; *Mullinger, 172–192; Townsend, ch. iii.)
   a Connecting link between Alcuin and Scholasticism.
   b Started questions which alarmed the Church. (Erdmann, I, 292–301; *Mullinger, 171–192; Poole, 53–78; Townsend, ch. iii.)
2 St. Anselm [1033–1109] the founder of Scholasticism in the West. (Erdmann, I, 303–314; Maurice, 92–111; Moeller, 370–373; Townsend, ch. v.)
3 Abelard [1079–1142, Paris] declared for free inquiry. (Compayré, 74–75; Emerton, 453–455; Erdmann, I, 317–326; Maurice, 116–142; McCabe; Moeller, 374–376; Poole, ch. v; Rashdall, I, 37–72; Thatcher and Schwill, 591–597; Townsend, ch. vi.)
   a He is silenced by the Church.
   b The three requests of his scholars.
4 Peter Lombard's *Sentences* [c. 1160] an attempt at a scientific system. (Maurice, 150–156; Milman, III, bk. 8, ch. v; Townsend, ch. viii.)

II CAUSES OF THE RISE OF SCHOLASTIC THEOLOGY. (Drane, I, ch. xii; Hallam, II, ch. ix, pt. 2; Nichol, II, 33–51; Rashdall, I, 37–72; Stillé, ch. xiii; Thatcher and Schwill, 581–602; Trench, lect. xiv.)

1 The 11th and 12th centuries a turning point.
   a Curiosity for secular knowledge.
   b Disquietude in all fields of thought.
      1) Heresies began to disturb orthodoxy.
   c Desire for a philosophy which should explain the mysteries of Christianity.

2 Absence of:—
  a A classical literature.
  b An independent system of ethics.
  c A natural philosophy.
3 Poverty of the literature of the early Middle Ages. Text-books in use. (See Syllabus, pp. 77, 79.)
4 Lack of commerce or intercourse with the world.
5 Necessity of putting forth the new energy in some direction which the Church would approve.

III SCHOLASTICISM EARLY RECOGNIZED ITS LIMITATIONS. (Emerton, 446–464; Hallam, II, ch. ix, pt. 2; Poole, ch. v; Rashdall, I, 37–72.)

1 Abelard's experiences.
2 The methods of the Scholastics feared more than their teachings.
3 The Church finally adopted it as an ally.

IV THE GREAT ERA OF SCHOLASTICISM. (Erdmann, I, 356–446; Fischer, 67–79; Lowndes, 18–43; Maurice, ch. v; Milman, VI, bk. 14, ch. iii; Morley, III, 316–324; Trench, lect. xviii; Ueberweg, I, § 98–§ 104.)

1 Revolution in Scholastic Philosophy about 1200 A. D., due to the introduction into Europe of:—(Townsend, ch. ix.)
  a Aristotle's Metaphysics, Physics, Psychology, and Ethics.
  b Writings of Arabian and Jewish philosophers.
    1) The new master science.
2 Founding of the Dominicans [Black Friars] in 1216. (Drane, II, ch. ii; Emerton, 462–464.)
  a Their objects preaching and public instruction.
  b Schools established in connection with the new Universities.
3 The three great Schoolmen. (Erdmann, I, 393–474; Lewes, II, ch. iii.)
  a Albert the Great. [German; Dominican; 1193–1280.] (Townsend, ch. x.)
  b Thomas Aquinas. [Italian; Dominican; 1225?–1274.] (Townsend, chs. xiii, xiv.)
  c Bonaventura. [Italian; Franciscan; 1221–1274.] (Townsend, ch. xii.)
4 Scholasticism in its decline. (Erdmann, I, 485–518.)
  a Duns Scotus. [Englishman; Franciscan; 1265?–1308?]. (Townsend, ch. xv.)
  b William of Ockham. [Englishman; Franciscan; c. 1270–1347.] (Townsend, ch. xvi.)

V ROGER BACON [1214–1294]. (Ball, 163–165; Erdmann, I, 476–485; Green, 138–141; Lewes, II, 77–87; Maurice, 233–239; Milman, VI, bk. 14, ch. iii; †Mullinger, 154–159; Nichol, II, 52–57; Routledge, 66–70.)

1 Character of the man and his learning.
2 His teachings and writings.
3 Attitude of the Church toward scientific investigation as shown by his imprisonment for magic [1278–1292?].

VI THE WORK OF SCHOLASTICISM. (Emerton, 460–464; Stillé, ch. xiii; Townsend, chs. xviii–xx; Trench, lect. xviii.)

1 Organization.
2 Reconciliation.
3 Accommodation of the old theology to the new philosophy.
4 Types of questions debated. (Froude, 123–125.)
5 The downfall of Scholasticism.

VII THE SERVICE OF SCHOLASTICISM. (†Mullinger, I, 49–64; Stillé.)

1 In awakening the minds of men.
2 In preparing the way for the Universities.

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*LACROIX, PAUL. *Le moyen age et la renaissance*, II.
†LACROIX, PAUL. *L'école et la science jusqu'a la renaissance.*
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THE UNIVERSITIES OF THE MIDDLE AGES. (AFTER RASHDALL AND MINERVA.)

Studia Generalia founded by Papal or Imperial Bull (or in Spain by Royal Charter). Studia Generalia before or without Bulls.

	Italy.	France.	Great Britain.	Spain and Portugal.	Germania, Bohemia and the Low Countries.	Other Countries.
12th Century.	? Salerno. 1158? Bologna. 1188 Reggio.	? Paris. 1181? Montpellier	1167–8 (?) Oxford.			
13 Century.	1204 Vicenza.* 1215 Arezzo.* 1222 Padua.* 1228 Vercelli.* 1246 Siena; ? I. in 1357.	Bef. 1231 Orleans. ? Angers.*	1209 Cambridge;* P. in 1318.	c. 1250 Valladolid; P. in 1346.		
	1224 Naples, I. 1244–5 Curia Romana, P. 1248 Placenza, P.	1230 Toulouse; P. in 1233.		1212–14 Palencia, R. Bef. 1230 Salamanca, R. 1254 Seville, R; P. in, 1260. 1290 Lisbon-Coimbra, P.		
14 Century.	1303 Rome, P. 1308 Perugia, P. 1318 Treviso, I. 1343 Pisa, P. 1349 Florence, P. 1361 Pavia, I. 1391 Ferrara, P.	1303 Avignon, P. 1332 Cohors, P. 1339 Grenoble, P. 1365 Orange, I.		1300 Lerida, R. 1349 Perpignan, P. 1359 Huesca, R.	1347–8 Prague, P., I. 1365 Vienna, P. 1379 Erfurt; P. in 1392. 1385 Heidelberg, P. 1388 Cologne, P.	1364 Cracow (Poland); P. in 1397. 1367 Fünfkirchen, (Hungary), P. 1389 Buda (Hungary), P.
15th Century.	1405 Turin, P. 1444 Catania, P.	1409 Aix, P. 1422 Dole, P. 1431 Poitiers,* P. 1437 Caen, P. 1441 Bordeaux, P. 1459 Valence, P. 1460 Nantes, P. 1464 Bourges, P. 1485 Besançon, P.	1413 St. Andrews, P. 1451 Glasgow, P. 1494 Aberdeen, P.	1450 Barcelona, P. 1474 Saragossa, P. 1483 Palma, R. 1482 Avila, R. 1489 Siguenza, P. 1499 Alcalá, P. 1500 Valencia, P.	1402 Würzburg [1554]. 1409 Leipzig,* P. 1419 Rostock, P. 1425 Louvain, P. 1454 Trèves; P. in 1473. 1428 Griefswald; * P.* in 1455. 1455–6 Freiburg-im-Breisgau, P. 1459 Bâle, P. 1459 Ingolstadt; P. in 1472. Transferred in 1802 to Landshut and in 1826 to Munich. 1476 Mainz. 1476–7 Tübingen.	1465–7 Poszony or Pressburg (Hungary), P. 1477 Upsala (Sweden), P. 1477 Copenhagen (Denmark), P.
16th Century.	1540 Macerata. 1548 Messina (Sicily). 1556 Sassari. 1596 Cagliari.	1572 Nancy.	1583 Edinburgh. 1591 Dublin.	1501 Valencia. 1502 Seville. 1504 Santiago. 1508 Madrid. 1531 Grenada. 1580 Oviedo.	1502 Halle-Wittenberg (Pr); 1817 to Halle. 1506 Frankfurt (Pr.); removed to Breslau in 1811. 1527 Marburg (Pr.). 1544 Königsburg (Pr.). 1558 Jena. 1566 Olmütz (Moravia). 1567 Strasburg (Alsace). 1568 Braunsberg (Pr.). 1575 Leyden (Holland). 1576 Helmstädt; dissolved in 1809. 1578 Altorf; afterward dissolved. 1586 Grätz (Aust.).	1531 Sarospatak (Hungary). 1537 Laussanne (Switz.). 1559 Geneva (Switz.). 1588 Kiev (Russia).

* Founded by a migration from some other University. P. Founded by Papal Bull. I. Founded by Imperial Edict. R. Founded by Royal Charter (Spain).

MAP OF THE MEDIAEVAL UNIVERSITY TOWNS

BORMAY & CO., N.Y.

XX THE RISE OF THE UNIVERSITIES.

(Barnard's Jr., XX, 737–765; Davidson, 166–174; Denifle; Dittes, 104–106; Döllinger, 1–49; Emerton, 465–476; Hamlyn, 1–38; *Lacroix, I, ch. vii; ‡Lacroix, 1–40; Nohle, 11–26; Stillé, 376–384; Tout, ch. xviii; also Encyclopedia Britannica, article *Universities.*)

I CAUSES CONTRIBUTING TO THE RISE OF THE UNIVERSITIES. (Compayré, 24–45; Emerton, 465–471; Laurie, 91–105.)

1 Work of the Church in making a commonwealth of Europe.
2 The growth of commerce and the increase of wealth.
3 Increase in the quantity of knowledge.
4 The Scholastic movement. (Syllabus, p. 92.)
5 The organization of municipalities, securing and developing civil freedom.
6 The general movement toward associations.
7 The growing desire for broader education, free from the influence of the Church.

II EVOLUTION OF THE FIRST UNIVERSITIES. (Barnard's Jr., IX, 49–56; Compayré, 46–69; Denifle, I, 1–29; Dittes, 104–106; Emerton, 465–471; Hamlyn, 1–38; Kaufmann, I, 344–409; Laurie, 91–105, 171–191; †Mullinger, I, 35–72; ‡Mullinger, ch. 1; Rashdall, I, 4–19, II, Pt. 1, 1–7; Schmid, II, Pt. 1, 339–425.)

1 Long local evolution usually preceded the university constitution. (See table of dates of foundation.)
  a Work of Abelard at Paris. (Compayré, 3–24; Newman, I, 192–202; Rashdall, I, 25–68.)
  b Work of Constantine at Salerno. (Laurie, 106–123; Rashdall, I, 75–86.)
  c Development began with specialization.
    1) Salerno; Bologna; Paris.
  d Evolution of the *studium publica* or *studium generale* out of the cathedral or monastery schools. (Barnard's Jr., IX, 45–56.)
2 The technical date of foundation.
  a How founded. When founded. By whom chartered. (See table.)
    1) Foundation charter of University of Heidelberg [1385]. (Henderson, 262–267.)
    2) Foundation Bull of the University of Ingolstadt [1459]. (*Barnard, Ap. I, pp. 157–158.)

3) Emperor's charter to the University of Halle [1693]. (*Barnard, Ap. XI, pp. 192–197.)

b By whom protected.

c Some universities grew without foundation or charter.

d No uniform plan for foundation until the fifteenth century.

3 The university mothers:—Bologna, Paris, Oxford, Salamanca, and Prague.

III SALERNO. (Laurie, 106–123; Rashdall, I, 75–86.)

1 Constantine of Carthage lectured there [c. 1080].

a Students from many countries of Europe.

b Licenses to practice medicine granted in 1137.

BAS-RELIEF AT THE UNIVERSITY OF PAVIA

Representing a Professor lecturing [1495]. (From Lacroix, *L'école et la science jusqu'a la renaissance*, p. 69.)

IV BOLOGNA [1158?]. (Barnard's Jr., XX, 183–204, XXII, 275–308; Compayré, 56–57; Denifle, I, 40–64, 132–218, 745–762; Hamlyn, 38–48; Kaufmann, I, 167–183; Kirkpatrick, 113–137; Laurie, 124–140, †Mullinger, I, 73–74.)

1 Early schools of law.

2 Irnerius, Professor of Civil Law [1070–1138]. (Rashdall, I, 89–127.)

3 Canon Law added in 1150. (Rashdall, I, 128–143.)

4 Number of students by 1200.

5 Schools of Art and Medicine established in 1316, and Theology in 1360. (Rashdall, I, 233–253.)

6 The place of Bologna in the history of culture. (Rashdall, I, 254–268.)

V PARIS [bef. 1200]. (Barnard's Jr., XXII, 309–322, XXIV, 745-776; Budinszky; Compayré, 287–306; Denifle, 40–132, 745–762; Desmaze; Douarche; Drane, II, ch. i; Fournier; Hamlyn, 48–60; *Jourdain; Kaufmann, I, 246–261; *Lacroix, I, ch. vii; †Lacroix, 1–60; Laurie, 141–171; Luchaire; †Mullinger, I, 74–80; Péries; Thurot.)

1 An outgrowth of the cathedral school. (Rashdall, I, 271–296.)
  a Early teachers:—William of Champeaux, and Abelard.
  b A *studium generale* by 1140.
2 Gradual emergence into a recognized legal corps.
3 Legal battle for rights and privileges [1210–1249]. (Rashdall, I, 300–321.)
4 The struggle leading to internal organization. (Rashdall, I, 322–334, 393–425.)

A LECTURE ON CIVIL LAW BY GUILLAUME BENEDICTI.
(After a 16th Century wood engraving, now in the National Library, Paris, Cabinet of Designs.)

5 The place of the University of Paris in European history. (Rashdall, I, 518–558.)
  a Its political influence and importance.

b Its influence in theology.
c Its defence of the secular clergy against the Mendicants. (Rashdall, I, 345–390.)
d Its position in the history of education.
6 Popularity of the University in the Middle Ages.

VI OXFORD AND CAMBRIDGE. (Barnard's Jr., XXII, 324–326, XXVII, 817–944; Boase; Brodrick; Compayré, 57–59; Couch; Denifle, I, 237–250; Furnival, xxvi–xli; Gladstone; *Green, ch. iii, sec. 4; †Green; Hamlyn, 60–92; Hulton; Jebb; Kaufmann, I, 308–322; Lang, chs. ii, iii; Laurie, 236–254; Little; Lyte; †Mullinger, I, 131–146; Rashdall, II, Pt. 2, 519–577; Schmid, III, Pt. 1, 256–328; Stedman, 1–26; Traill, I, 332–343, 429–440, II, 61–74, 231–239, 504–507; *Wordsworth; †Wordsworth.)

1 Origin and early development of Oxford. (*Burrows, ch. ii; Drane, II, ch. iv; †Green; Lyte; Newman, I, 315–335; Parker.)
a The King Alfred myth.
2 Constitutional development of Oxford. (Lyte; Rashdall, II, Pt. 2, 361–387.)
3 The place of Oxford in mediæval thought. (Drane, II, ch. xi; Lyte; Rashdall, II, Pt. 2, 518–542; Stedman, 1–26.)
4 The colleges at Oxford. (Clark, A.; Lyte; Newman, I, 213–239; Rashdall, II, Pt. 2, 465–517.)
5 The University of Cambridge. (Ball, ch. xi; Barnard's Jr., XXVIII, 369–448; *Clark, J. W.; †Clark, J. W., I, i–xci; *Cooper; Denifle, I, 867–875; Dyer, I; Jessopp, ch. vi; Mayor; †Mullinger, I, II; ‡Mullinger; Rashdall, II, Pt. 2, 543–577.)
a Founded by a migration from Oxford [1209].
b Its early history and development.
1) The mediæval period.
2) The transition period, 1535–1570.
3) The Elizabethan Statutes of 1570.
4) From 1570 to 1858.
c The colleges at Cambridge. (†Cooper.)
6 Value of the two Universities to England and English life.

VII SALAMANCA [bef. 1230]. (Barnard's Jr., XXII, 322–326, XXIII, 642, XXIV, 777–782, XXVII, 159; Compayré, 59–61; Denifle, I, 478–494; Rashdall, II, Pt. 1, 69–83.)

1 Foundation and organization.
2 Position in the history of Spanish universities.

VIII PRAGUE [1347–8]. (*Barnard, 11–21, 32–37, and appendix; Barnard's Jr., VI, 9–66; Denifle, I, 582–603; Fick; Hamlyn, 92–130; Kämmel, 97–120; Kaufmann, II, 1–45; Laurie, 255–267; *Paulsen, I, 25–36, 74–146; †Paulsen; Rashdall, II, Pt. 1, 211–232; Rep. U. S. Com. Educ., 1891–1892, I, 247–368.)

1 Prague the starting point of the German university system.
2 Influence of the University of Paris in its organization.
3 Students and instruction.
4 Secessions and migrations, resulting in the founding of other German universities.
5 The Protestant Reformation and the German Universities. (*Paulsen, I, 209–268.)

IX INTERNAL ORGANIZATION OF THE EARLY UNIVERSITIES. (Dyer, I; Rashdall, I, 393–425, II, Pt. 2, 388–417.)

1 Privileges of the early universities. (Compayré, 73–95; Laurie, 199–203.)
a Extent to which these contributed to their prosperity.
b University Court.
c Exemptions.

HEINRICUS DE ALLEMAGNI READING ETHICS TO HIS STUDENTS.

(From the manuscript, *Septem libri ethices fratris Heinrici de Allemania sacra theologie professoris* [1310]. The original of this picture is in the Kgl. Kupferstichkabinet, Berlin. After Fick, *Auf Deutschlands hohen Schulen*, p. 7.)

2 The Nations and Faculties. (Compayré, 96–113; Laurie, 202–213; Schmid, II, Pt. 1, 496–548.)
  a Nations in the University of Paris.
  b Nations in other Universities.
  c The four traditional Faculties.
3 Government of the Universities. (Compayré, 114–138.)
  a Democratic character of.
  b The Chancellor, Rector, and other officers.
4 Graduation and degrees. (Compayré, 139–163; Laurie, 214–255, 274–286; Rashdall, I, 21–22, 206–232.)
  a Origin of graduation and degrees.
  b The three degrees and their significance in the different universities.
    1) The Bachelor.
    2) The Licentiate.
    3) The Master, or Doctor.
  c Promotions and graduations.

X FACULTIES; STUDIES; METHODS OF INSTRUCTION. (Ball, ch. viii, for mathematics at Cambridge; Faculties in German Universities, *Barnard, 21–29; Furnivall, pp. xxvi–xli; Germain, for Medicine at Montpellier; Günther, for Mathematics; Kaufmann, see contents; ‡Lacroix, chs. i–v; Laurie, 268–274; Lyte, 195–237; Studies at Guyenne [1583], Massebieau; †Mullinger, I, 345–366, II, 402–404, 414–429; Medicine, Arts, and Theology at Bologna, Rashdall, I, 233–253; Faculties and Studies at Paris, Rashdall, I, 426–477; Faculties and Studies at Oxford, Rashdall, II, Pt. 2, 440–464; Schmid, II, Pt. 1, 425–495; Steele, for Science; Thurot, for instruction at Paris; †Wordsworth, for 18th Century English.)

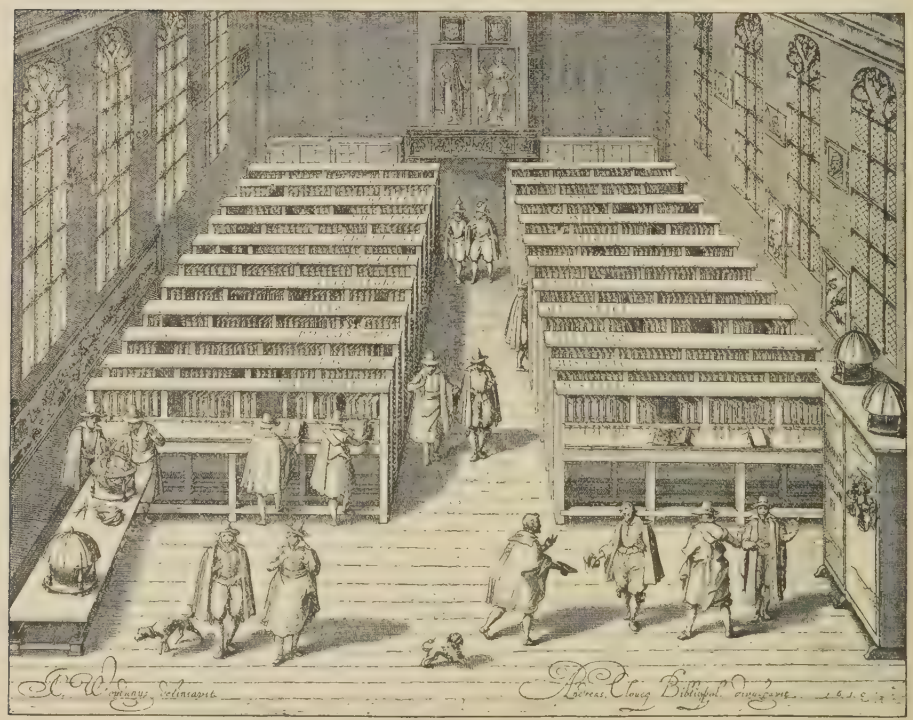
1 The Faculty of Theology. (Compayré, 199–213.)
  a Position among the faculties.
  b The faculty at Paris a model.
  c Books and methods of instruction.
2 The Faculty of Arts. (Compayré, 167–198.)
  a List of lectures in Prague [1366]; Erfurt [1449]; Ingolstadt [1472]; and Vienna [1389]. (*Barnard, Ap. II, pp. 159–160.)
  b The instruction given.
  c Books used.
  d Degrees granted.
3 The Faculty of Civil and Canon Law. (Barnard's Jr., XXII, 327–330; Compayré, 214–239; Hallam, II, 598–602; Péries; Savigny.)

a Popularity of the study of Law in the Middle Ages.
b Nature and method of instruction.
c Dignity of the profession. (Forsyth, 222–227.)

4 The Faculty of Medicine. (Compayré, 240–259; Germain; Steele.)
a Attitude of the Middle Ages toward the study of Medicine.
b Books used and methods of instruction.
c Amount of medical knowledge possessed by the professors. (Syllabus, p. 83.)

5 Libraries and teaching equipment. (Azarias, 105–108; *Burrows, ch. v; †Burrows, ch. iv; †Clark, J. W., III, 387–471; ‡Clark, J. W., 22–48; §Clark, J. W.; Compayré; Fletcher, ch. ii; Rashdall; Traill, II, 238–239.)
a Early libraries.
b After the invention of printing.

6 Value of a mediæval education. (†Mullinger, I, 345–366, II, 401–404, 414–429; Rashdall.)



LIBRARY OF THE UNIVERSITY OF LEYDEN.

(After an engraving by J. C. Woudanus, dated 1610. From Clarke's *The Care of Books.* The Macmillan Co., N. Y. Reproduced by permission of the publishers.)

XI TEACHERS. STUDENT LIFE. (Azarias, 49–102; Ball, 249–254; *Barnard, 29–32, 37–52; Compayré, 263–186; Germain; Kaufmann, see contents; Lagrange; Lang, ch. ii; Laurie, 195–199; Lyte, ch. viii; †Mullinger, I, 328–345, II, 372–401; Munro; at Paris, Péries; Rashdall, I, 210–221, II, Pt. 2, 581–712; Schmid, II, Pt. 1, 496–548.)

1 Relations between students and teachers.
2 Dependence of teachers upon student fees.
3 Previous education of a university student.
4 University discipline.
5 Number of students.
6 Initiations of new students: students' guilds. (Sheldon, ch. 1, sects. 1–3.)
7 Students' dress; standard of living; amusements.
8 Turbulence and licentiousness of university life.

XII INFLUENCE OF THE EARLY UNIVERSITIES. (Compayré, 287–304; Laurie, 236–293; Rashdall, I, 254–270, for Bologna; I, 515–558, for Paris; II, Pt. 2, 518–542, for Oxford.)

1 The Universities as a public force.
  a Effects of their privileges.
2 Intervention in church and state affairs.
  a Examples of political interference on the part of the University of Paris. (Compayré, 290–293; Rashdall, I, 518–521.)
3 National character and bold independence.
  a Stood for freedom in an age of oppression.
4 Effect of the interchange of students.
5 Only slowly reached the masses.
  a Busy preparing leaders.

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XXI THE REVIVAL OF LEARNING.

(Davidson, 175–180; Fischer, 80–120; †Hallam, II, ch. ix, pt. ii, sec. 4; Liscomb; Moeller, 523–552; Putnam, I, 317–347; Russell, 18–26; Williams, 23–45; also Encyclopedia Britannica, article *Renaissance*.)

A In Italy.

(Morley, VII, 1–20; Regener, 62–66; Schiller, 68–73; Schmid, II, Pt. 2, 5–40; *Seebohm, 68–75; *Symonds, ch. vi; †Symonds; *Thatcher and Schwill, 616–633; †Thatcher and Schwill, ch. xvii; Trench, lect. xxvi.)

I THE PERIOD OF PREPARATION. (Adams, 364–373; Allen, ch. xi; Burckhardt, I, 181–196, 247–251; Draper, II, 190–193; Field, chs. i, ii; May, I, ch. vi; *Mullinger, 379–407; Owen, 13–95; *Paulsen, I, 7–13; Robertson, I, 1–15; Schaff, 7–12; *Seebohm, 8–20; Stillé, ch. xvi; *Symonds, ch. i; †Symonds, 51–70.)

1 Events which served to prepare Europe for a revival of learning.
   a New interests and new standards of judgment.
2 Italy the first to inaugurate the new movement. Why.
   a Deviation of a national genius into antiquarian channels.

II BEGINNINGS OF THE MOVEMENT. (Allen, ch. xi; *Barnard, 22–39; Barnard's Jr., VII, 413–432; Baumeister, I, Pt. 1, 41–45; Burckhardt, I, 261–295; Draper, II, 190–198; Field, ch. iii, and 68–85; *Hallam, I, ch. ii, see contents; †Hallam, II, ch. ix, pt. ii; Painter, 120–125; Scaife, ch. v; †Symonds, chs. ii, iii.)

1 Dante [1265–1321]. (Adams, 374; Allen, ch. x; Owen, 96–107; Schaff, 13–21.)
   a His position.
2 Petrarch [1304–1374]. (Adams, 375–378; Drane, II, ch. v; †Hallam, II, 630–634; †Jebb, 1–16; *Mullinger, I, 379–391; Owen, 107–127; Robinson-Rolfe; Schaff, 22–26; †Symonds, 70–87.)
   a Brought to light the monastic treasures.
   b First to appreciate Greek.
   c Pointed out the value of the classics as a means of higher self-culture.
3 Boccaccio [1313–1375]. (Owen, 128–146; Scaife, 111–113; Schaff, 27–30; †Symonds, 87–98.)
   a Equalled Petrarch in love for the classics.
   b Had the first translation made from Greek to Latin.

4 Emmanuel Chrysoloras, of Constantinople, invited by Florence to the first Chair of Greek Letters in the West [1396]. (*Mullinger, I, 391–396; Schaff, 50–54; †Symonds, 108–113.)
  a Great impetus given to the study of Greek.
5 Ravages of the Turks about Constantinople drove many Greek scholars to the West, and with the fall of Constantinople [1453] many went to Italy.
6 Work of other scholars. Work of Florence. (Drane, II, ch. viii; *Mullinger, I, 400–403; Scaife, ch. v; Schaff, 44–54; *Seebohm, 68–75; †Symonds, ch. iv.)

III PATRONS OF THE NEW LEARNING. (*Barnard, 42–64; Barnard's Jr., VII, 435–460; Burckhardt, I, 303–322; Drane, II, ch. viii; Field, ch. iii, and 68–85; Scaife, ch. v.)
1 Cosimo de Medici [1389–1464]. (Schaff, 33–35; †Symonds, ch. iv.)
  a His work in collecting and copying manuscripts.
2 Pope Nicholas V [Pope, 1447–1455]. (Schaff, 36–43; †Symonds, 222–230.)
  a Founded the Vatican library and made Rome the literary center of Christendom. (Schaff, 39–43.)

IV ITALIAN HUMANISTIC EDUCATORS OF THE 14th CENTURY. (*Barnard, 39–64; Baumeister, I, Pt. 1, 45–48; *Paulsen, I, 49–74; Schiller, 68–73.)
1 Vittorino de Feltre [1379–1446]. (Burckhardt, I, 298–300; †Jebb, 16–21; Rösler, 101–125; †Symonds, 289–298; Thurber; Woodward, 1–92.)
  a Birth and education.
  b Padua at the time.
  c His conception of the ideal of education.
  d Tutor to the sons of the Prince of Gonzages.
    1) What the boys were taught.
    2) His method of instruction.
2 Petrus Paulus Vergerius [1349– ?]. (Rösler, 73–101; Woodward, 93–118.)
  a His treatise, *De Ingenius Moribus* [1392].
    1) Concerning character and its discipline.
    2) Concerning liberal studies and the manner of study.
    3) Concerning bodily exercises and the art of war.
    4) Concerning recreation.
  b One of the first educators to approach the subject along the new lines, urging and defending subjects previously neglected or forbidden.

3 Battista Guarino [1434–1460]. (Burckhardt, I, 300–302; *Mullinger, I, 396–398; Palgrave, 818; Rösler, 131–150; †Symonds, 298–301; Woodward, 159–178.)

a Letter on the *Order and Method of Teaching and Studying the Classical Authors* [1459].

b First to uphold and defend the claim that a knowledge of Greek and Latin is a requisite in an educated gentleman.

1) Analysis of his letter. (Woodward, 161–178.)

A SCHOOL.

(Reproduction of a page now in the South Kensington Museum, London. The page is from a copy of either the *Epigrammata* of Joh. Bap. Cantalycius, printed in Venice in 1493, or from the *De Structura Compositionis* of Ferreltus, printed at Forli in 1495.)

The master and his pupils are shown as seated and as using ordinary books. The monitor in the foreground on the left seems to be catechising the younger boy who faces him and is holding a horn-book.

4 Æneas Sylvius Piccolomini [1405–1464]. Afterward Pope Pius II. (Meier, 225–298; Schaff, 55–59; Woodward, 134–168.)

a His treatise, *De Liberorum Educatione* [1450].

1) Discipline of the body.

2) True wisdom.

3) Eloquence, grammar, and use of words.

4) The poets, historians, and orators.

5) Dialectic, Music, Geometry, and Philosophy.

V EDUCATIONAL IDEAS OF THE EARLY ITALIAN HUMANISTS.

(†Symonds, 536–546; Woodward, 179–250.)

VI RESULTS OF THE RENAISSANCE IN ITALY. (Adams, 385–391; Field, ch. ix; †Symonds, ch. ix.)

1 Revival of the study of Greek in the West.
2 Awakening to an appreciation of beauty in literature and art.
3 Awakening of the scientific spirit. (Liscomb.)
  a Comparison; criticism; reconstruction.
4 A new craving for truth for its own sake.
5 A system of classical education outlined which dominated Europe for five centuries.
6 Dangerous educational tendencies of the movement. (†Jebb, 21–43; Quick, 1–26.)

VII THE REVIVAL OF PAGANISM IN ITALY. (Allen, ch. xi; *Barnard, 44–58; Burckhardt, I, 323–340, 351–361; Field, ch. ix; Painter, 121–123; Schaff, 93–108; †Seebohm, 5–14; *Symonds, ch. v.)

1 Worship of classical literature led to the worship of classical ideas.
  a The results of this.
  b Italian incapacity for religious reformation.
2 The moral corruption of Rome and Italy.
  a To what classes confined.
  b Condition of the masses.
3 Testimony of Leo X, Luther, Savonarola, and Machiavelli.
4 This immoral condition awakened a spirit of religious reform.
  a The work of Savonarola. (†Seebohm, 71–75.)
5 Decay of learning in Italy with the loss of independence of the cities.

B In the Netherlands and Germany.

(*Beard, ch. iii; †Beard, ch. ii; Edgar, 38–43; †Fisher, 67–83; Francke, 139–150; Laurie; *Mullinger, I, 407–421; Paulding; †Paulsen, 38–44; Plath, 60–63; Regener, 66–69; Russell, 18–26; Schaff, 115–119; Scherer, I, 264–270; Schiller, 73–88; Schmid, II, Pt. 2, 50–126.)

I "THE BRETHREN OF THE COMMON LIFE" (HIERONYMIANS). (*Barnard, 65–71; Barnard's Jr., IV, 622–628; *Beard, 45–49; Drane, II, ch. ix; Janssen, I, bk. 1, ch. iii; Kämmel, 207–231; Painter, 112–113; Schiller, 76–78.)

1 Order founded by Gerhard Groote at Deventer in 1384.
2 Thomas a Kempis [1380–1472] represented the ascetic piety of the Brotherhood, Erasmus [1467–1536] its broad and liberal spirit.

3 Work of the Order.
  a In establishing Christianity.
  b In laying the foundation of Christian popular education.
  c In supplying teachers.
  d In preparing the way for the new Humanism.
4 School produced little literature; energy spent in battle.

II EMINENT TEACHERS IN THE NETHERLANDS PRIOR TO 1500. (Drane, II, ch. ix; Janssen, I, bk. 1, ch. iii; Schiller, 78–83, 88–91; Williams, 28–30.)

1 John Wessel [1420–1489]. (*Barnard, 72–74; Barnard's Jr., IV, 714–728.)
  a Learned in Greek and Hebrew.
  b Greatly enlarged the circle of studies of the early Hieronymians.
2 Rudolph Agricola [1443–1485]. (*Barnard, 75–89; Barnard's Jr., IV, 717–723; Baumeister, I, Pt. 1, 49–52; Ihm; Painter, 125–128.)
  a Studied at Louvain, Paris, and Ferrara.
  b Services in great demand.
  c Largely instrumental in introducing the classical learning of Italy into Germany.
  d Advised a study of the science contained in the works of Theophrastus, Aristotle, and Galen.
  e Description of a school.
3 Alexander Hegius [1420–1498]. (*Barnard, 81–84; Barnard's Jr., IV, 723–726; Paulding.)
  a For thirty years master of the Gymnasium at Deventer.
    1) Particularly noted for his distinguished pupils.
  b Devoted to the classics, particularly Greek, and to the study of the Bible.
  c School life in the fifteenth century at Deventer, from the autobiography of Thomas Platter. (*Barnard, 113–125; Barnard's Jr., V, 79–90; Whitcomb.)
4 John Reuchlin [1455–1522]. (*Barnard, 101–112; Barnard's Jr., V, 65–78; Baumeister, I, Pt. 1, 55–58; *Beard, 84–88; Froude, 181–183; Painter, 128–131; *Paulsen, I, 49–74; Schaff, 120–127.)
  a His studies and work as a professor at Basel and Tübingen.
  b Published a Hebrew grammar in 1506.
    1) The father of modern Hebrew study.
  c The Schlettstadt school. (Kämmel, 232–249.)
  d His work in the revival of the classical learning in Germany.
  e Melancthon his adopted son and pupil.

III THE EDUCATIONAL WORK OF ERASMUS. [1467–1536.] (Baumeister, I, Pt. 1, 53–55; *Beard, 88–100; Caird, 56–88; Compayré, 86–91; Drummond, particularly I, ch. 1; Emerton; *Fisher, 276–286; Francke, 139–150; Froude; Green, 305–314; *Jebb; Kämmel, 327–361; *Mullinger, I, 487–507, 523–524; Norcross; Painter, 131–135; *Paulsen, I, 49–74; Reichling, 1–41; Schaff, 128–132; Schiller, 83–88; †Seebohm; Trench, 397–400; Williams, 56–65.)

1 Pupil of Hegius. Studied at Oxford and Paris.
  a His attainments in Greek and Latin.
  b Taught Greek at Oxford [1506]. (*Hazlitt, ch. xvii.)
2 Contributed to the Reformation by his writings, and by his Greek edition of the New Testament. (Emerton, 200–205; Francke, 142–146; Froude, 120–128; Schaff, 128–132.)
3 Labored to introduce true classical culture.
  a His *Praise of Folly* [1511]. (Emerton, 158–178; Erasmus; Froude, lect. viii; *Seebohm, 85–86.)
  b His *Ciceronian.* (*Barnard, 87–100; Barnard's Jr., IV, 729–740.)
5 Tried to improve elementary education. (Becher.)
  a Importance attached to primary education.
    1) Education of girls.
  b His text-books and treatises on education. (*Hazlitt, ch. vii.)
    1) *On the First Liberal Education of Children.* (Israel, pt. 2; Reichling, 46–101.)
    2) *On the Order of Study.* (Israel, pt. 2; Reichling, 102–126.)
  c Place given to history, geography, and science.

IV RESULTS OF THE INTRODUCTION OF HUMANISM INTO GERMANY. (*Beard, ch. iii; Janssen, I, bk. 1, ch. iv; Kämmel, 250–326; Laurie.)

1 New learning vigorously opposed by the monastic orders and by the scholastics, who controlled the universities.
  a The universities reformed. Scholasticism overthrown.
    1) These, particularly Heidelberg and Tübingen, became centers for teaching Latin, Greek, and Hebrew. (Baumeister, I, Pt. 1, 58–61; Hamlyn, 92–130; *Paulsen, I, 74–146; †Paulsen, 38–40.)
2 A desire for better and more general education awakened.
  a The city of Nuremberg as a type. (Nohle, 18–26, 29; *Paulsen, I, 146–170; Russell, 25–26.)

3 Effect on the religious convictions of the German people.
4 Work in preparing the way for the Reformation. (Baumeister, I, Pt. 1, 61–63; Field, ch. ix.)

C In England.

(Drane, II, ch. xi; Palgrave; Schmid, II, Pt. 2, 135–138.)

I INTRODUCTION INTO ENGLAND. (Brodrick, 70–74; Creighton; Field, 57–63; Gasquet, ch. ii; †Hazlitt, IV, sec. 36; Lyte, 381–395; *Mullinger, I, 477–487; †Mullinger, ch. iv; Traill, II, 504–507.)

1 Between 1450 and 1500 several Oxford students studied in Italy.
a Work of the pioneers. (Burrows, ch. v; Einstein, ch. i; Morley, VII, 20–40; Palgrave.)
1) Linacre [c. 1487].
2) Grocyn [1491].
3) John Colet, an Oxford M.A., spent the years 1493–1496 in Italy. (†Seebohm, 14–23.)
a) Came under the influence of Savonarola.
1) The result.
b) His lectures on St. Paul's Epistles [1496–1497]. (Lupton, chs. v, vi.)

2 Colet joined in the work of reform by Erasmus and More. The three labored for free thought, tolerance, education, and a reformed religion. (Barnard's Jr., XVI, 657–666; Field, 57–63; Gasquet, ch. ix; Green, 314–320; Lyte, 391–395; *Seebohm, 76–96; †Seebohm.)
a More's *Utopia* illustrative of advanced thought on political and social questions.
b More's *Letters on the Education of Children* illustrative of advanced educational thought. (Barnard's Jr., XXIII, 369–376.)
c The Statutes of Corpus Christi College, Oxford [1517], as evidence of the hold the New Learning had secured at the University. (Lyte, 407–414; *Mullinger, I, 521–523; Palgrave, 824–825.)

II JOHN COLET [1466–1519]. (Adams, 381–382; Barnard's Jr., XVI, 657–666; Green, 304–313; Lupton, chs. iv–vi; Palgrave, 822–824; *Seebohm, 78–88.)

1 Inaugurated a new form of teaching and study which revolutionized the work of the University.
a His students a power throughout Europe.

2 Made Dean of St. Paul's in 1500.
3 Founded St. Paul's School in 1510. (Barnard's Jr., XVI, 667–668, 54; *Seebohm, 86–88; †Seebohm, 138–153; Syllabus, sect. XXVIII.)
a Lily appointed Master [1511]. His *Latin Grammar.*
b Nature of the instruction and discipline.
c Malice of men of the old schools.
d Erasmus, Linacre, and Colet wrote school-books for the pupils. (Barnard's Jr., XVI, 667–682.)

III RESULTS OF THE MOVEMENT IN ENGLAND. (Edgar, ch. xiii; †Jebb, 21–43.)

1 Inaugurated religious and political reforms and prepared the way for the Reformation.
2 Started a movement in favor of better schools. (Syllabus, sect. XXVIII.)
3 Crushed Scholasticism and reformed the universities.
4 Movement checked by religious wars following the Reformation.
5 The productive period in English literature which followed the coming of peace and prosperity.

D THE REVIVAL OF LEARNING AS INFLUENCED BY:—

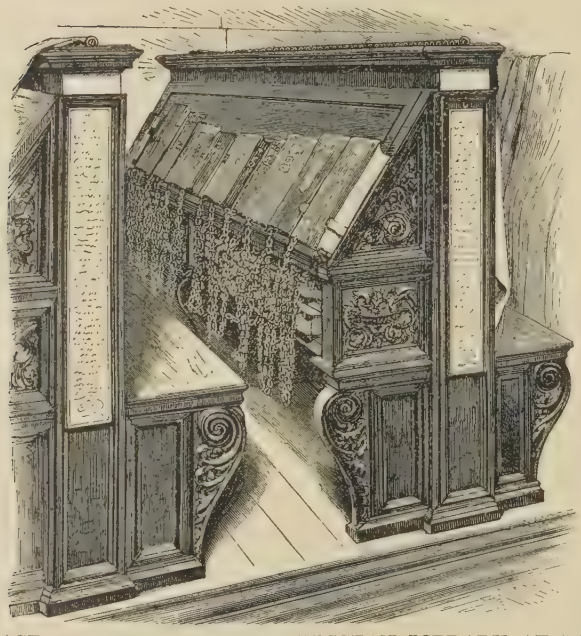
I THE INVENTION OF PRINTING. (*Beard, 53–54; Blades, ch. iv; *Cajori, 138–139; †Cajori, 21–27; Draper, II, 198–205; Duff, chs. i, ii; Duruy, ch. xxxiii; *Hallam, I, ch. iii; Lacroix, 471–520; Putnam, I, 348–402; Schaff, 109–114; Stillé, ch. xvi; †Symonds, 127–131, 368–391; Traill, 527–529.)

1 Linen paper began to be made from rags about the beginning of the fourteenth century. (*Hallam, I, ch. 1, 55–60; Lacroix, 413–422.)
2 Dates connected with the invention of printing.

1423 Coster of Harlem made the first engraved page.
1438 Gutenberg of Mentz invented movable types.
1450 Schoeffer and Faust cast first metal type.
1455 Bible printed by Gutenberg and Faust at Mentz. First complete book printed.
1462 Mentz pillaged by Adolph of Nassau and its printers scattered over Europe.

3 Spread of printing in Germany. (Duff, ch. iii; Janssen, I, 9–24.)
4 Introduction of printing into Italy:—Sabine Mountains [1465]; Florence [1471].
a Venice became the center of the book trade.

1) Great work of the Aldine press. (*Barnard, 42–44; Draper, II, 199–200; Oliphant, 393–410; Putnam, I, 401–439; †Symonds, 368–391; Traill, II, 529–530.)



BOOKCASE AND DESK IN THE MEDICEAN LIBRARY AT FLORENCE.

(From a photograph. Clark, *Architectural History of Cambridge*, III, 427. Reproduced by permission.)

This library was designed by Michael Angelo, and its construction was begun in 1525. The book-cases are of about this date.

5 Introduction of printing into other countries:—France [1469]; Switzerland [1470]; Holland and Belgium [1473]; Spain [1474]; England [between 1474 and 1477]. (Duff, chs. iii–v.)

a Work of Caxton in England. (Blades, chs. v–vii; Duff, ch. viii; Green, 295–298; Morley, VI, ch. xiv; Putnam, II, 101–133; Traill, II, 531–537; Whittemore.)

6 Effects of the invention of printing upon education. (Draper, II, 200–204.)

II GEOGRAPHICAL DISCOVERY. (Fischer, 121–125; Keane; Traill, II, 347–360.)

1 Growth of commerce after the Crusades. (Syllabus, p. 88.)

2 Travels of Marco Polo [1236–1324] and Sir John Mandeville [1300–1372]. They described the Orient.

3 Compass perfected in Naples and used by Italians by the 14th century.
4 Important discoveries:—

1402 Canary Islands.
1419 Madeira Islands.
1460 Cape Verde Islands.
1487 Cape of Good Hope rounded; sea route to India.
1492 Columbus discovered the New World.
1497 John Cabot explored the coast of North America.
1507 Waldenseemüller published his *Introduction to Geography*, describing the known world and the travels of Americo Vespucci. This work widely read.
1519–1521 Magellan circumnavigated the globe.

III THE RISE OF THE MODERN NATIONS. (Duruy, pp. 332–338, ch. xxxiii; *Seebohm, 22–56; Stillé, ch. xvi; *Symonds, ch. xiii.)

1 Formation of national languages and literatures.
2 Growing internal unity of the nations.
3 Increase of wealth, merchants, bankers, scholars, and leisure classes.

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XXII SCHOOLS BEFORE THE REFORMATION.

(Adams, 1–13; Barnard's Jr., XVII, 508–509, for list of higher schools; Baumeister, I, Pt. 1, 19–40; Capes, ch. xvi; Dittes, 99–104; Field, chs. ii–v; Heppe, 1–42; Just; Lacroix, 61–110; Leach; Lorenz; Mackintosh, I, ch. xii; Plath, 52–60; Schaff; Schmitz; Timbs, 1–20.)

I SCHOOLS WHOLLY OR IN PART UNDER CHURCH CONTROL.

(Capes, ch. xvi; Gasquet, ch. vi; Hazlitt, ch. i; Just; Lorenz.)

1 The Cathedral, or Episcopal schools. (Alain; Azarias; Furnival, xli–lii; Leach, 7–11; Specht, 172–191.)

A MEDIÆVAL SCHOOL.

(After an old wood engraving, now in the Library of Magdalen College, Oxford, and printed on the title page of an edition of John Anwykyll's *Compendium Grammaticæ* published in London at the beginning of the 16th Century.)

a Delegation of instruction. (Cutts, 222–231.)

1 Order of *licentia docendi*. (Traill, I, 337–339.)

b What was taught in these parochial schools.

1) Object of instruction.

2) Exceptions, particularly in Germany and England.

c The Collegiate Church Grammar Schools of England. (Leach, 11–15, 20–24.)

2 Monastery, or Cloister Schools. (Alain; Azarias; Furnival, xli–lii; Gasquet, ch. viii; Leach, 15–19; Specht, 150–171.)

A SCHOOL OF MENDICANT MONKS.

(After a miniature of MS. No. 21,252 in the Burgundy Library, Brussels. The miniature dates from the early 15th Century.)

a Nature and object of instruction.

b Decreasing importance of in the later Middle Ages.

3 Hospitals and Chantry Schools. (Leach, 25–33, 47–55.)
  a Establishment and evolution.
  b Nature of each.
  c Instruction given in each.
4 Song Schools and Elementary Schools. (Leach, 95–97.)
  a Nature of the instruction in these.

II INDEPENDENT OR SECULAR SCHOOLS. (Just; Lorenz; Müller.)

1 Chivalric education. (Syllabus, p. 88.)
  a Worldly influence of such training.
  b Female education among the nobility.
  c Education in a noble's house a development. (Furnival, iv–xxvi.)
2 Guild Schools. (Fischer, ch. viii; Leach, 34–47; Wright, 349–352.)
  a Variety of guilds, secular and religious.
  b Merchants' Guild schools. Drapers' Guild schools, etc.
  c Instruction in these.
3 Burgh, or city schools. (Fischer, ch. i; Koldeway, I, pp. xv–xlvi, II, pp. iii–xli; Lorenz, 52–69; Müller; Plath, 52–55; Regener, 43–51; Russell, 24–26; Syllabus, p. 89; Wright, 347–357.)
  a Gradual emancipation from church influence. (Grant, 25–44.)
  b Courses of study became more and more practical.

A SCHOOL, A. D. 1338–1344.

(After MS. *Bodl. Misc.*, No. 264.)
(From Green's *Shorter History of the English People*, Illd. Ed. Harper & Bros., N. Y. Reproduced by permission of the publishers.)

1) Introduction of modern subjects.
  c Great development of city schools at Florence by 1338. (Scaife, 104–105.)

d Burgh Schools of Scotland [1400–1500]. (Edgar, 107–124; Grant, 25–44).

1) Inner life of a Burgh school. (Edgar, 122–124; Grant, 45–75.)

4 Private Schools and teachers. (Specht, 67–80; Traill, II, 422–425.)

a Private Grammar Schools opened by scholars in a number of cities. (Allen.)

b Private tutors commonly employed by the better classes. (Furnival, iv–xxvi; Hazlitt, ch. i.)

c Song schools and elementary schools. (Leach, 95–97.)

d Dame schools. (Edgar, 119–121.)

e The Bacchants and the A. B. C. Shooters. (*Barnard, 125–130; Barnard's Jr., V, 603–608; Plath, 55–57.)

1) Platter's Autobiography. (*Barnard, 113–124; Barnard's Jr., V, 79–90; Plath, 57–60.)

5 Endowed Grammar Schools. (Furnival, lii–lxii; Specht, 172–191; Traill, I, 337–339, 474–475, II, 422–425.)

a Some early English Grammar Schools. (Furnival, lii–lxii; Leach, 321–327.)

b What was taught in these schools. (Leach, 103–108.)

c By whom attended. (Leach, 108–110.)

d Purpose of instruction.

A SCHOOL.

(After the earliest woodcut printed by Caxton, c. 1481.)

III PICTURES OF POPULAR EDUCATION.

1 In England. (Browne, II, 164–171; Capes, ch. xvi; Cutts, 195–213, 222–231; Field, chs. ii, iii; Furnival, xli–lxiii; Gasquet, chs. vi, viii; Mrs. Green, II, 11–23; Leach; Traill, II, 422–425; Wright, 349–357.)

2 In Germany. (Barnard's Jr., XV, 333–339, same art. in XX, 731–737, and in XXII, 731–737; Dittes, 99–104; Fischer, ch. ii; Heppe, 1–42; Janssen, I, 25–60; Kämmel, 15–55; Koldeway, I, xv–xlvi, II, iii–xl; Lorenz; Müller; Specht, 67–80, 151–191.)

A FRENCH SCHOOL.
(After a drawing by Scquand [1528].)

3 In France. (Alain, chs. ii, iii; Azarias; Beaurepaire, I; Lacroix, 61–110; Muteau, pt. 1, 3d and 4th periods.)

4 In other countries. (Barnard's Jr., XX.)

IV CHARACTERISTICS OF EDUCATION BEFORE THE REFORMATION. (Just; Painter, 75–89.)

1 The point of emphasis; the mark of a gentleman.

2 Ideals of the various schools.

3 The conception of education.

4 School books used. (Hazlitt, chs. ii–vi.)

5 Education and position of women. (Lorenz, 74–79; Traill, II, 422–425.)

6 Status of the schoolmaster and scholar. (Alain, ch. ii; Azarias; Lorenz, 84–100.)

7 The Universities preparing the way by training scholars.

8 Burgh schools mark the beginning of State education. (Lorenz, 101–107; Syllabus, p. 89.)

A SCHOOL.

(A woodcut printed at Nürnberg in 1505. From Boesch's *Kinderleben in der deutschen Vergangenheit*, p. 101.)

9 Hugo von St. Victor [1097–1141] and Jean Gerson [1363–1429] stand almost alone as writers on the theory of education during the Middle Ages. (Compayré, 77–78; *Freundgen, 1–40; †Freundgen, 212–227; Schütze, pt. 1.)

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XXIII THE PROTESTANT REFORMATION.[1]

(Adams, ch. xvii; Allen, ch. i; Carlyle; Fischer, 136–145; Fisher; Guizot, I, lect. xii; Hausser; Jacobs; Köstlin; Schaff, VI.)

I SOME CAUSES OF THE REFORMATION. (*Beard, ch. i; †Beard, chs. i, ii; Draper, II, 205–214; Schaff, VI, ch. i; Schmid, II, Pt. 2, 154–168; Trench, lect. xxix.)

1 The new life in Christendom.
  a To what due.
2 The need of reform in Church and State to meet the new conditions.
3 The crisis came on the sale of indulgences.
4 The dominant idea the substitution of individual responsibility for collective responsibility.

II MARTIN LUTHER [1483–1546]. (*Beard, chs. iv–ix; †Beard, chs. iv, v; Draper, II, 205–214; Fisher, 85–134; Francke, 139–171; Froude, 199–206, index; Gardner; Guizot, I, lect. xii; Hausser, 1–28, 42–47; Jacobs; Kurtz, II, 231–245; Moeller; Painter, 90–112; Plath, 63–67; Robinson and Whitcomb; Schaff, VI, ch. 1; Schmid, II, Pt. 2, 169–203; Trench, lect. xxix.)

1 His life and connection with the Reformation.
  a Early life and education.
  b Professor at Wittenberg [1508]. His attainments.
  c Opposed sale of indulgences [1516]. The ninety-five theses [1517].
  d Bull of excommunication burnt [1520].
  e Cited to appear before Diet of Worms. Refused to retract. Diet declared against him [1521].
  f Why Charles V could not enforce the decree.
  g German princes sided with Luther. Melancthon his ally.
  h Teutonic peoples rapidly embraced the new ideas.

III SPREAD OF THE NEW DOCTRINES. (Fisher; Hausser; Kurtz, II, 262–268, 301–307, 313–317; Moeller.)

1 In England. (†Beard, ch. ix; Cheyney; Drane, II, ch. xi; Perry.)

  1534 Act of Supremacy severed England from Rome.
  1536–1539 Monasteries abolished and property confiscated. Effect of this on the schools. (Mullinger, II, 20-33; Syllabus, p. 160.)

[1] Strictly speaking, the Protestant Revolt.

1536 English Bible issued to the Churches. Services in English. The Ten Articles of Faith.
1549 First Book of Common Prayer.
1552 Articles of Religion.

2 Among the Swiss. Work of Zwingli [1484–1531] and Calvin [1509–1564] in defence of civil and religious liberty. (Allen, ch. iii; †Beard, ch. vii; Johnson, ch. vi; Schmid, II, Pt. 2, 229–275; Van Laun, I, ch. iv; Whitcomb.)

1541–1565 Geneva, the Rome of Protestantism.

3 In the Netherlands and the Scandinavian kingdoms. The Papacy lost Denmark [1536] and Sweden [1537].
4 The Reformation in France identified itself with Calvinism.
a Why the king naturally feared the Protestants.
b The struggle for religious freedom.

1560 The Calvinists [Huguenots] had two thousand houses of worship, and demanded religious freedom.
1562–1594 A period of religious wars. France a scene of carnage and devastation.
1572 Massacre of St. Bartholomew.
1598 Edict of Nantes.
1624–1642 Liberty of worship and civil equality secured under Richelieu.
1685 Revocation of the Edict of Nantes.

IV THE COUNTER REFORMATION. (Allen, ch. ii; †Beard; Draper, II, 220–223; Fisher, 397–400; Hausser, 265–275; Hughes, 3–29; Johnson, ch. vi; Moeller; Syllabus, sec. XXV; Wakeman, ch. iii; Ward.)

1 Statement of Belief formulated by the Council of Trent.
2 Ignatius Loyola founded the Jesuit Order [Society of Jesus] in 1540.
a The three lines of activity of the new order.
1) Preaching.
2) Confession.
3) Teaching. (Syllabus, sec. XXV.)
b Rapid spread of the Order. (Fisher, 413–415.)
c Services in combating Protestantism.
d The Order suppressed in 1773. Why?

V SOME RESULTS OF THE REFORMATION. (Dittes, 115–119; Moeller.)

1 Return of Europe to a simpler and truer form of religion.
2 Intellectual freedom.
a Reformers everywhere stood for the New Learning.
b Reformation of the Universities. (Syllabus, pp. 114, 116.)

3 Crystallizing effect on the modern languages of:
  a Luther's Bible, Catechisms, and Hymns on the German.
  b Tindale's New Testament on the English.
  c Calvin's writings on the French.
  d Use of the press to influence public opinion.
4 Educational effect of the popularizing of religion. (Dittes, 115–119.)
5 Beginnings of elementary education.

RESULT OF THE PROTESTANT REVOLT.

VI WHY SUCCESS WAS NOT GREATER. (†Beard, ch. viii.)

1 The age itself.
2 Limited knowledge.
3 Waste of strength in strife.
  a The Thirty Years' War [1618–1648].

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XXIV THE REFORMATION AND EDUCATION IN GERMANY.

(Barnard's Jr., VIII, 348–360; Davidson, 175–189; Fischer, 51–62; Heppe, 43–60; Kämmel; Laurie.)

I THE PROTESTANTS AND PUBLIC EDUCATION. (Ellis; *Painter, 135–147; *Paulsen, I, 173–196.)

1 Authority of the Church now superseded by the authority of the Bible.
2 Necessity of making the new training as effective as the old had been.
  a Luther's work to accomplish this.
    1) His sermons, Catechisms, Bible, etc. (Meyer and Prinzhom, 117–194; Plath, 82–86.)
3 Need of a union of family, Church, and State.
  a State education a necessary sequence.

II LUTHER'S CIRCULAR LETTERS ON EDUCATION. (Compayré, 114–118; *Paulsen, I, 196–203.)

1 *Letter to the Mayors and Aldermen of all the Cities of Germany in behalf of Christian Schools* [1524].
  a The Letter in full. (*Barnard, 139–150; Barnard's Jr., IV, 429–440; Israel, pt. 1; Meyer and Prinzhom, 91–116; †Painter, 169–209; Plath, 75–82; Wagner.)
    1) Condition of schools throughout Germany.
    2) Duty of Christians.
    3) Neglect and ignorance of parents.
    4) Schools and private tutoring.
    5) The duty of mayors and aldermen.
    6) Classical studies and the Scriptures.
    7) "The welfare of the State depends upon the intelligence and virtue of its citizens."
    8) Training the schools had given and should give.
    9) Libraries.
2 *Sermon on the Duty of Sending Children to School* [1530]. (Barnard's Jr., IV, 440–442; Russell, 28–32.)
  a The sermon in full. (Israel, pt. 5; Meyer and Prinzhom, 155–194; †Painter, 210–271; Wagner.)
    1) Purpose of the sermon.
    2) Duty of ministers.

3) Spiritual benefit arising from the support of schools.
4) Duty of all citizens.
5) Need of educated men.
6) Temporal benefits to be derived from schools.
7) Needs of the civil service and the professions.
8) The teacher and the minister.
9) Duty of parents.

LUTHER GIVING INSTRUCTION.

(An ideal drawing, though representative of early Protestant popular instruction. From Böhm's *Geschichte der Pädagogik*, I, 250.)

III LUTHER'S EDUCATIONAL IDEAS. (*Barnard, 131–159; Barnard's Jr., IV, 421–429, XXIV, 37–130; Baumeister, I, Pt. 1, 63–69; Compayré, 118–121; Dittes, 119–127; Keferstein, xvii–xcii; Meyer and Prinzhom, 1–48; †Painter, 113–168; Plath, 67–73; Regener, 72–76; Russell, 28–34; Wagner; Williams, 42–55.)

1 As to the establishment of schools. (See I and II above.)
2 Education to be made compulsory. (Williams, 42–48.) This idea also advocated by Archbishop Sadolet of Carpentras [1533], and by the nobility in the States General at Orleans [1560].
3 A State system, to consist of :—(*Barnard, 151–159; Barnard's Jr., IV, 443–449.)
a Schools for the common people [Primary Schools].
1) Subjects of study.
2) Language used.

b Latin Schools.
1) Importance of.
2) Subjects of study.
3) Work of these schools.
c Universities.
1) Their work for the nation.
2) New subjects and methods of study.

4 Education for girls.
5 Means of supporting schools.
6 Methods of instruction and nature of discipline.
7 School instruction to be supplemented by home instruction. (Ellis; Plath, 82–86.)
8 Luther's efforts seconded by Zwingli in Switzerland. (Israel, pt. 4; Schiller, 108–110.)

A SCHOOLROOM IN THE 16TH CENTURY.

(After a woodcut by Hans Burgkmair [1472–1559]. From Rhyn's *Kulturgeschichte des deutschen Volkes*, II, p. 46.)

IV WORK OF PHILIP MELANCTHON [1497–1560]. (*Barnard, 161–184; Barnard's Jr., IV, 741–764; Baumeister, I, Pt. 1, 69–74; Hartfelder; *Painter, 148–152; *Paulsen, I, 203–209; Plath, 86–88; Regener, 76–79; Richard, 125–141; Russell, 34–35; Schiller, 92–99; Schmid, II, Pt. 2, 206–228; Williams, 91–96.)

1 Early life and studies. (Warfield.)
2 Called the Preceptor of Germany.

3 His text books; some used for a hundred years. (*Barnard, 172–177; Barnard's Jr., IV, 752–757.)
4 His services to public education in Germany. (See V below; Hartfelder.)

V BEGINNINGS OF STATE EDUCATION IN GERMANY. (Barnard's Jr., XI, 159–164, 400–459; Dittes, 133–141; Fischer, I, ch. iii; Nohle, 29–39; †Paulsen; Russell, 37–41, 137–141.)
1 First Protestant school at Magdeburg in 1524. (*Paulsen, I, 268–282.)
a How organized.
2 Strassburg and other cities organized schools the same year.
3 Melancthon [1525] prepared plan for school at Eisleben.
a Classes provided.
b Studies and text books of each.
c Nature of the school. (Russell, 37.)
4 Melancthon's Saxony plan [1528] the first step toward a State school system. (*Barnard, 169–171; Barnard's Jr., IV, 748–752; Hartfelder, 417–488; Plath, 88–92; Russell, 34–41; Vormbaum, I, 1–8.)
a Provided for Grammar Schools in all the towns and villages of Saxony. (Israel, pt. 9; †Painter, 152; Richard, 134–136; Russell, 38.)
1) The three classes of schools.
2) Studies of each.
3) Aim of these schools.
5 Higher Latin Schools (Fürstenschulen-Gymnasien) established after 1540. (Fischer, I, ch. iii; Israel, pt. 9, pt. 11; *Paulsen, I, 290–294; Russell, 137–141; Schiller, 99–102.)
a Many of the early ones were converted monastic schools.
b Age of entrance. Exact nature, and work of these schools.
c The curriculum.
6 The Reformation and the Universities. (*Paulsen, I, 209–268.)
a The foundation of new Universities, without Papal sanction.
b Reform of the old Universities.
7 Würtemberg the first German State to organize a complete system of schools [1559]. Real beginning of the German system. The three classes of schools. (*Barnard, 251–257; Barnard's Jr., VI, 426–432; Fischer, I, chs. iv–vii; Schiller, 102–108; Vormbaum, I.)
a Elementary school for both sexes.
1) Studies pursued.
2) Object of instruction.
b Latin School [*Particularschule*] with five or six classes, and intended chiefly for burghers.
1) Studies and aim.

c Universities [colleges] of the State.
d Plans for supervision of these schools.

8 Example of Würtemberg followed throughout Germany. (Barnard's Jr., V, 77–78; Baron, 1–65; Israel, pts. 8–10; *Paulsen, I, 318–379; Runge; Schmidt; Teutsch, I.)
a What Braunschweig did. (Baumeister, I, Pt. 1, 93–99, 164–167; Koldeway, I, xlvi–lxxxix, II, xl–lxx; Regener, 86–91.)
b School and University regulations of the Elector August of Saxony [1580]. (*Barnard, 257–259; Barnard's Jr., VI, 432–434, XX, 528–554; †Painter, 152; *Paulsen, I, 290–317; Richter, pt. 4; Vormbaum, I, 230–297; Wattendorff.)

9 Subsequent decline of these schools.

A PRIMARY SCHOOL OF THE 16TH CENTURY.

(After a wood engraving of the time. From Lacroix, *L'ecole et la science jusqu'a la renaissance*, p. 100.)

VI THE WORK OF TWO OF MELANCTHON'S PUPILS. (Regener, 81–83; Williams, 101–106.)

1 Valentine Trotzendorf [1490–1556]. (*Barnard, 185–191; Barnard's Jr., V, 107–113; Plath, 92–100; Schmid, II, Pt. 2, 277–302.)

a His school at Goldberg; its curriculum; and his work there. (Plath, 97–100.)
b His plan of pupil government.
2 Michael Neander [1525–1595]. (*Barnard, 225–228; Barnard's Jr., V, 599–602; Schmid, II, Pt. 2, 388–430.)
a His school at Ilfeld am Harz.
b His curriculum, and points of emphasis in his school.

VII THE WORK OF JOHANN STURM (STURMIUS) [1507–1589]. (*Barnard, 209–223; Barnard's Jr., IV, 401–415; Baumeister, I, Pt. I, 74–93; Fournier, IV, pt. 1; Laas; *Painter, 159–164; Parker; *Paulsen, I, 282–290; Quick, 27–32; Russell, 42–44; Schiller, 111–120; Schmid, II, Pt. 2, 302–388; Williams, 96–101.)
1 Early life and education.
2 Rector of the Gymnasium at Strassburg [1537–1582].
a This soon became the most famous school of Europe.
3 His *Plan* [1538]; *Classical Letters* [1565]; *Examination* [1578].
4 His Gymnasium. (Keatinge, 126–129.)
a The system of classes.
1) Age of entrance.
2) Work of the grades.
b His course of study in full, by grades. (*Barnard, 195–208; Barnard's Jr., IV, 167–182; *Painter, 160–162.)
5 The Gymnasium to be followed by a five-year college course.
a Aim of the latter.
6 Reasons for Sturm's great success as a schoolmaster.
7 Defects of his *Plan.*
a Change from the ideals of Luther.
8 Influence of his work on the later development of education.

VIII THE CHANGE TO SCHOLASTIC HUMANISM. (*Barnard, 267–272, 413–416; Barnard's Jr., V, 657–662; Baumeister, I, Pt. 1, 129–133; Dittes, 127–133; Nohle, 26–39; *Paulsen, I, 453–460; Quick, 22–26; Russell, 43–58.)
1 Education as advocated by Erasmus and Luther.
2 The change under Melancthon's influence.
3 The further change under the influence of Sturmius and his followers.
4 The combined effect of this change, of the subsequent theological disputes, and of the devastation caused by the Thirty Years War [1618–1648]. (Schmid, IV, Pt. 1, 1–186.)
a In destroying the desire for popular education.
b In alienating the nobility and men of the world, resulting in the establishment of schools of a new type.

5 Status of German schools in the seventeenth century. (*Barnard, 416–426; Barnard's Jr., VII, 367–380; Dittes, 169–177; Fischer, I, chs. vi–vii; Nohle, 44–45; Regener, 86–91, 115–119; Vostrovsky.)

IX THE RITTERAKADEMIEEN OF THE 17th CENTURY. (Baumeister, I, Pt. 1, 167–171; Nohle, 41–42; *Paulsen, I, 453–460, 501–511; †Paulsen, 598–608; Russell, 50–58; Schiller, 197–201.)

1 Overpowering influence of the splendor of the French court on:—
  a The language.
  b The manners and customs.
  c The habits of thought of the German people.
2 The new educational ideal, or rather, an old ideal in a new form.
3 The nature of the new schools.
  a Studies.
  b Attitude toward the new scientific subjects.
  c Period during which they flourished.

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XXV THE COUNTER REFORMATION: JESUIT EDUCATION.

(Barnard's Jr., V, 213–228; VI, 615–622; XIV, 455–482; Baumeister, I, Pt. 1, 109–121; Browning, 118–127; Compayré, 138–150; Draper, II, 214–228; Kurtz, II, 426–434; Munroe, 124–135; Payne, 45–51; Quick, ch. iv; Regener, 83–86; Russell, 46–52; Schiller, 124–134; Wishart, ch. vi.)

I FOUNDATION OF THE ORDER. (Cartwright; Stephen, I, essay iii.)

1 Ignatius Loyola [1491–1556]. (Hughes, chs. ii, iii.)
   a Early life.
   b At thirty-one resolved to devote himself to religious work.
   c At thirty-three began the study of Latin at Barcelona.
   d At thirty-eight became a student at Paris. Received his M.A. at forty-three [1534].

2 Founding of the "Society of Jesus."
   a With six others the vows were taken in 1534.
   b Pope Paul III sanctioned the Order in 1540. (Pachtler, I, 1–8.)
   c The Constitution of 1540. (Pachtler, I, 8–70.)

II CHARACTER AND MISSION OF THE ORDER. (Cartwright; Fischer, 145–153; Fisher, 397–400; Griesinger, bk. 1; Hughes, pt. 1; Magevney; Paulsen, I, 379–388; Schmid, III, Pt. 1, 1–38.)

1 Its military character.
2 Object of the Order. (Hughes, chs. vi, vii; Mertz, 28–55.)
3 The Constitution of the Order. (Barnard's Jr., XXVII, 165–175.)
4 Means employed.
   a The pulpit.
   b The confessional.
   c Education. (Mertz, 55–80.)
5 Success attending the work of the Order.

III SPREAD AND DECLINE OF THE ORDER. (Fisher, 413–415; Griesinger, bk. 2; Hughes; Mullinger, II, 256–262; Paulsen, I, 379–412; Schmid, III, Pt. 1, 159–175.)

1 How new territory was invaded.
2 Growth of the Order; its extent:—
   a In 1600.
   b In 1640.
   c In 1710.
   d In 1725. (See map.)

3 The Order abolished in 1773.
  a Causes leading to this. (Hassall, ch. x.)
  b Significant of the changed attitude of Europe.

IV THE JESUIT SYSTEM OF EDUCATION. (Magevney.)
1 The *Ratio Studiorum.* (Duhr, 3–78; Mertz, 6–24; Paulsen, I, 412–425; Schmid, III, Pt. 1, 1–38.)
  a Care with which this was formulated. (Hughes, ch. x.)
    1) The preliminary *Ratio* of 1586. (Pachtler, II, 25–217.)
    2) The final *Ratio* of 1599. (Duhr, 175–280; Pachtler, II, 225–481.)
    3) The revision of 1832. (Duhr, 175–280; Pachtler, II, 225–481.)
2 The *Societas Professa.* (Barnard's Jr., XXVII, 165–175; Hughes, chs. xi–xv; Magevney; Mertz, 171–190; Schmid, III, Pt. 1, 38–81.)
  a The preparation.
    1) Study.
    2) Teaching of boys.
  b Time devoted to teaching.
    1) Progression through the "Forms."
  c To what the teachers were bound.
  d To whom responsible.
  e Inspection of teaching.
  f Why the Jesuit schools rapidly displaced other.
3 Organization and maintenance of schools and colleges. (Barnard's Jr., XIV, 455–482; Duhr, 79–173; Hughes, chs. iv, v; Lantoine; Mullinger, II, 253–262.)
  a Gratuitous instruction.
4 Courses of instruction. (Barnard's Jr., V, 210–221; Duhr, 79–173; Magevney; Schmid, III, Pt. 1, 82–109.)
  a *Studia inferiora.* (*Barnard, 232–238; Hughes; Mertz, 119–130.)
    1) What was taught.
  b *Studia superiora.* (*Barnard, 238–243; Hughes; Mertz, 130–146.)
    1) What was taught.
  c Attention given to moral and religious training. (Hughes, ch. vii.)
  d Attention given to the health of the pupils.
  e Method in language study.
5 Classes of pupils. (Hughes, ch. xviii.)
6 Some of their educational principles. (Hughes; Mertz, 146–162.)
7 Education a means to their end.

V REASONS FOR THE GREAT SUCCESS OF THE JESUIT SCHOOLS. (Fischer, 145–153; Griesinger, bk. 2; Hughes; Magevney; Paulsen, I, 425–432.)
1 Bacon's statement. (*Barnard, 287–289; Barnard's Jr., V, 213–228.)

NAME OF THE PROVINCE	NUMBER OF			
	MEMBERS	ACADS.	COLLS.	RESS.
I FLANDREAU-BELGIAN PROVINCE	550	20	1	1
II GALLO-BELGIAN PROVINCE	163	20	2	2
III LOWER RHINE PROVINCE	731	19	7	2
IV UPPER RHINE PROVINCE	430	16	6	1
V UPPER GERMAN PROVINCE	984	27	7	12
VI BOHEMIAN PROVINCE	1,336	28	13	28
VII AUSTRIAN PROVINCE	1,508	31	23	31
VIII POLISH PROVINCE	874	24	7	6
IX RUSSIAN PROVINCE (LITTAU)	839	23	7	5
X ENGLISH PROVINCE	7	12	6	2
TOTALS	7,765	220	79	90

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XXVI THREE EARLY FRENCH REALISTS.

A Pierre Ramus [1515–1572].

(Barnard's Jr., XXIV, 131–134; XXX, 451–464; Baumeister, I, Pt. 1, 104–109; Mullinger, II, 404–413; Owen, ch. ii; Schmid, III, Pt. 1, 131–154; Waddington; Williams, 68–74; Wurkert.)

I LIFE AND EDUCATIONAL IDEAS.

1 Birth and life.
2 His text-books.
3 His attacks on the Scholastic and Aristotelian philosophy.
  a Broader-minded view of his Spanish contemporary, Vives [1492–1540], as to the value of Aristotle's philosophy. (Baumeister, I, Pt. 1, 104–109; Kayser, 129–166; Schiller, 120–124.)
    1) Vives' educational ideas. (Barnard's Jr., XXVII, 339–351; Kayser, 166–179; Monroe, 16–22; Williams, 65–68.)
4 Ramus' views as to the use of the vernacular.
5 Reform of the University of Paris.
6 A victim of the intolerance of his time.

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B. Francois Rabelais [1483–1553].

(Browning, 68–79; Compayré, 91–100; Conway; Faguet, 77–126; Quick, ch. v; Schmid, III, Pt. 1, 190–202; Van Laun, I, 281–295.)

I THE MAN AND HIS WORK. (†Besant; Fleury, I, ch. 1; Munroe, ch. ii.)

1 Birth and early life.

2 His *Life of Gargantua* [1535], and *The Heroic Deeds of Pantagruel* [1533].
- a First to reach the masses in matters relating to education.
- b His books a good portrayal of the Renaissance and the Middle Ages in conflict.
- c Effect of his protest against Mediævalism.
- d Why he wrote as a clown and a fool.

II HIS WRITINGS. (Barnard's Jr., XIV, 147–158; *Besant; Munroe, ch. ii.)

1 The chapters of educational importance.
- a *Life of Gargantua:*—(Chs. 13, 14, 15, 19, 21, 22, 23, 24.)
- b *Deeds of Pantagruel:*—(Chs. 5, 6, 7, 8.)

2 The story of the books. (Browning, 68–79; Compayré, 92–100; Gebhart, 218–241; Morley; Munroe, 95–101.)
- a His ridicule of the old Scholastic learning.
- b Outline of his views on education.
  1) Physical education.
  2) Greek; Latin; Hebrew.
  3) Physical and Natural Sciences.
  4) Religious and Moral education.
  5) Reform in methods.
- c Gargantua's letter to Pantagruel. (Deeds of Pantagruel, ch. viii.)

3 Rabelais as an educational reformer. (Munroe, ch. ii.)
- a Influence on Montaigne, Locke, Fenelon, and Rousseau. (Arnstædt, ch. x.)

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C Michel Eyquem de Montaigne [1533–1592].

(Browning, 79–85; Compayré, 100–111; Church, 1–85; Emerson; Faguet, 365–421; Laurie, ch. iv; Munroe, 95–101; Owen, ch. i; Painter, 175–179; Quick, ch. vi; Schmid, III, Pt. 1, 208–255; Van Laun, I, 296–307.)

I HIS LIFE. (Bonnefon; Lowndes, 16–45; Rector, 1–6.)

1 Birth and early life.
  a Training received from his father.
  b His experiences at the College of Guienne.
2 His extensive learning.
3 Became a lawyer, and was elected Mayor of Bordeaux.
4 Retired to live on his estate in 1572.
  a His tower room. (Essays, bk. III, ch. iii.)
5 His Essays [1589–1595]. Two of special educational importance.
  a *On Pedantry.* (Essays, bk. I, ch. xxiv; Rector, 19–85.)
  b *On the Education of Children.* (Essays, bk. I, ch. xxv; Rector, 85–109.)

II MONTAIGNE'S IDEAS ON EDUCATION. (*Barnard, 317–334; Barnard's Jr., IV, 461–478; Lowndes, 37–45; Munroe, 95–101; Quick, ch. vi.)

1 The *Essay on the Education of Children.*
  a Value of mere knowledge.
  b What constitutes true knowledge.
  c The ancient classics *vs.* training in judgment and virtue.
  d Things before words; realism in education.
  e Value of a study of things in preparing for political and intellectual freedom.
2 Effect on his own age.
3 Influence on Locke and Rousseau. (Rector, 13–18.)
4 Value of his *Essay* for the teacher of to-day.

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XXVII THEORY AND PRACTICE IN FRANCE IN THE SEVENTEENTH CENTURY.

A The Jansenists.

(Allen, lect. v; Barnard's Jr., XXVIII, 1–16; Baumeister, I, Pt. 1, 179–182; Browning, 127–134; Buisson, Pt. 1, Tome II, 2409–2417; Compayré, 153–163, 215–217; Fischer, 153–157; Munroe, 135–147; Painter, 224–227; Sainte-Beuve; Schmid, IV, Pt. 1; Stephen, I, essay vi.)

I HISTORY OF THE SOCIETY. (Beard, I; Bowen; Cadet; Quick, ch. xi.)

1 Founded by Saint Cyran.

2 The "Little Schools" first established at Port Royal in 1643.

3 Small number of pupils and teachers.

4 The Order a reaction against the work and the methods of the Jesuits.

5 Persecution.

6 Suppression of the Order [1660].

a The members fled to the Netherlands and began the writing of those books which have so greatly influenced educational thought.

II SOME OF THE FUNDAMENTAL PRINCIPLES OF THE SOCIETY.

1 "You ought to consider your children as wholly inclined to evil and carried forwards toward it. All their inclinations are corrupt, and, not being governed by reason, they will permit them to find pleasure and diversions only in the things that carry them toward vice."—Varet.

2 "The devil already possesses the soul of the unborn child."—Saint Cyran.

3 "Education is, in a sense, the one thing necessary. I wish you might read in my heart the affection I feel for children. You could not deserve more of God than in working for the proper bringing up of children."—Saint Cyran.

4 "The purpose of instruction is to carry forward intelligences to the farthest point that they are capable of attaining."—Nichole.

5 "The intelligences of children always being dependent on the senses, we must, as far as possible, address our instruction to the senses, and cause it to reach the mind, not only through hearing, but also through seeing."—Nichole.

6 "The intelligence of a child is almost wholly pervaded by shadows; he catches glimpses of but few rays of light. So everything depends on managing these rays, of increasing them, and on exposing to them whatever we wish the child to comprehend."—Nichole.

7 "The sciences should be employed only as an instrument for perfecting the reason."—Nichole.

8 "Speak little, forgive much, pray more."

III NATURE OF THEIR INSTRUCTION. (Beard, II, ch. ii; Bowen; Buisson; Cadet; Munroe, 135–147; Quick, ch. xi.)

1 Classes; conversation; out-of-door lessons.
2 Discipline; demeanor of pupils.
3 Scope of personal influence.
4 Affection for children.
5 Reason *vs.* memory in training.
6 The education of girls.

IV PEDAGOGICAL PRINCIPLES; ADVANCES IN METHOD. (Beard, II, ch. ii; Bowen; Cadet; Munroe, 135–147; Quick, ch. xi.)

1 Emulation.
2 Memory.
3 Interest.
4 Equal education of the sexes.
5 Emphasis placed on the modern languages.
  a Instruction in the mother tongue.
  b The study of Latin.
  c Treatises on the study of Spanish and Italian.
6 Greek taught directly from the French and not through the medium of Latin.
  a This declared to be impious by the Jesuits.
7 Reform in methods of teaching Latin.
8 Introduced phonics into the teaching of reading.

V RESULTS AND IMPORTANCE OF THEIR WORK. (Cadet; Munroe, 135–147; Quick, ch. xi.)

1 Their educational experiment the best in France before the middle of the nineteenth century.
2 Their work in the nature of a protest.
3 The slow but gradual acceptance of many of their ideas.

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B ABBÉ DE FÉNELON [1651–1715].

(Barnard's Jr., XIII, 477–494; XXX, 481–490; Buisson, Pt. 1, tome I, 998–1002; Compayré, ch. viii; Faguet, 331–382; Fenelon, 1–71; Munroe, 147–152; Painter, 227–234; Sallwürk, 39–106; Schmid, IV, Pt. 1, 500–562; Williams, ch. viii; Van Laun, II, 341–351.)

I LIFE AND WORK AS A TEACHER.

1 The convent for "New Catholics."
2 Preceptor of a son of Louis XIV [1689–1695].
  a His famous work. (Barnard's Jr., XIII, 477–494; XXX, 481–490; Compayré, 177–182.)
  b Books composed for his royal pupil:—
    1) *Collection of Fables.*
    2) *Dialogues of the Dead.*
    3) *The Existence of God.*
    4) *Telemachus.*
  c Teaching with him an art.

II FÉNELON'S THE EDUCATION OF GIRLS. (Lupton; Sallwürk.)

1 Written in 1680; published in 1687.
  a How the book came to be written.
2 Analysis of the work.
  a Importance of the education of girls.
  b Defects in the ordinary education of girls

c Fundamental principles in the education of both boys and girls.
1) Imitation.
2) Indirect instruction.
3) Pleasurable activity.
4) Use of stories.
5) Religious instruction.
d Merits, faults, and duties of women.

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C La Salle, and Primary Education.

(†Azarias, 207–260; Beaurepaire, II, chs. i–v; Fontaine, chs. i–v; Schmid, III, Pt. 1, 110–255; IV, Pt. 1, 404–502.)

I EFFORTS MADE BEFORE LA SALLE.

1 Nature of the educational work of the Catholic Church before the 18th century. (Alain, chs. iii, iv; Allain; *Azarias; †Azarias, ch. v; Barnard's Jr., XX, 211–216; Lacroix, ch. x; Soulice.)
a The Church Schools.
1) For whom intended. What was taught.
a) Ordinance of Louis XIV [1698].
2) Object of the instruction. Discipline.
3) Conflicts of authority between the masters.
4) Condition of the teaching force.
b Religious foundations [Charity Schools].
2 Education of girls. (Compayré, ch. x; Williams, ch. viii.)
a Conventual education.
1) Object of instruction.
2) Number of Associations founded after 1500.

b At Port Royal.
1) Jacqueline Pascal's *Regulations for Children* [1657]. (Buisson, Pt. 1, tome II, 2215–2218.)
c Saint Cyr an advanced type.
1) Work of Madame de Maintenon [1686–1692, 1692–1717]. (Buisson, Pt. 1, tome II, 1770–1775, 3079–3091; Faguet, 383–422; Greard, 73–167; Sallwürk, 199–222.)
3 *The Parish School, or the Manner of Properly Instructing the Children in the Little Schools* [Paris, 1655].
a This manual long a standard work.
b Subjects of instruction.
c Primary and secondary education still confused.
4 Efforts of Father Démia [Lyons, 1666]. (Buisson, Pt. 1, tome I, 660.)
a His *Proposals for the Establishment of Christian Schools for the Poor* [1668].
b His instruction.
c Management of the schools at Lyons.

II THE WORK OF LA SALLE AND THE BRETHREN. (Barnard's Jr., XX, 211–216; Buisson, Pt. 1, tome II, 1514–1522; Compayré, ch. xii; Fontaine, chs. i–iv; Ravelet.)
1 Life [1651–1719] and character.
2 The "Institute of the Brethren" founded in 1684; sanctioned 1724. (Barnard's Jr., III, 437–448.)
a Early beginnings.
b Object of the Institute.
c The idea of gratuitous and compulsory instruction.
3 *The Conduct of Schools* [1720, 1811, 1870].
a Daily work of the schools.
1) The teacher. Methods employed.
2) Class method of instruction introduced.
3) Limited curriculum.
b Discipline.
c Training of masters. (Barnard's Jr., III, 437–448; same art. XXX, 729–735.)
4 Merits and defects.

III CONDITION AND CONCEPTION OF PRIMARY EDUCATION IN FRANCE BY 1700. (Alain, chs. iii, iv; Allain; Arnold, ch. iii; †Azarias, ch. viii; Babeau; Fontaine, ch. v; Lacroix, ch. x; Muteau, pt. 2, 375–597; Picavet, ch. ii; Soulice.)
1 The Catholic view.
2 The French Protestant view.

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D ROLLIN'S PICTURE OF HIGHER EDUCATION.

(Buisson, Pt. 1, tome II, 2620–2624; Compayré, ch. xi; Van Laun, III, 19–22; Williams, 281–290.)

I THE TREATISE ON STUDIES [1726–1728].

1 Life and work of Rollin [1661–1741].

2 A commentary on methods in use at the time.

3 The *Treatise.* (Barnard's Jr., XXIII, 17–46; Cadet.)

a Elementary education of boys and girls.

1) Theoretical considerations.

b The study of languages.
1) A place for French.
c Ideas upon the study of history and natural phenomena.
d Discipline and moral education.
4 His debt to other writers.
5 The significance of his Treatise.

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XXVIII EDUCATION IN ENGLAND, FIFTEENTH TO THE EIGHTEENTH CENTURY.

(*Barnard, 1–176; Barnard's Jr. as cited; Holman, ch. i; Schmid, III, Pt. 1, 256–439.)

I THE OLD TYPES IN EDUCATION. (Syllabus, sect. XXII.)

1 The old Catholic educational system.
2 Guild and burgh schools.
3 Private schools and tutors.
4 Endowed grammar schools.

TITLE-PAGE OF HORNBYE'S HORN-BOOK [1622].

A school boy is being taught to read from a Horn-Book, and is pointing to the letter B with a fescue. (From the title-page of *Hornbye's Horn-Book*, printed in London in 1622.)

II WINCHESTER, THE NEW MODEL SCHOOL. (Aronstein, 46–65; Barnard's Jr., XVI, 497–532; Browning, ch. xii; *Leach; Minchin, 330–407; Staunton, 62–163; Timbs, 21–25; Warner.)

1 Foundation deed executed by William of Wykeham [1382].
2 Nature of the new school.

3 The Statutes of the new school. (*Leach, ch. vi.)
  a Provision made for a Warden, Head Master, ten Fellows, three Chaplains, an Usher, seventy Scholars, three Chapel Clerks, sixteen Choristers, and a large staff of servants.
    1) Duties of each.
    2) Symbolic meaning of the numbers.
  b The Warden and Fellows the Trustees.
  c Scholars [Foundationers] *vs* Commoners [Non-Foundationers]. (*Leach, ch. viii.)
    1) Age, and method of admission.
    2) Privileges given to whom.
  d Connection with New College, Oxford.
4 Internal management.
  a Supervision of a master.
  b Student control and its results.
  c Fagging.
5 Admission requirements: "Reading, plain song, and Old Donatus."
6 Studies and school life. (Barnard's Jr., XXIV, 433–436; Sheldon, ch. iv.)
  a In the fourteenth century. (*Leach, ch. xiv.)
  b In 1550. (*Leach, ch. xx.)
    1) School hours.
    2) Authors read.
  c Only minor changes until the second half of the nineteenth century. (Syllabus, sect. XXXIX.)

III TWO OTHER EARLY ENGLISH SCHOOLS. (Aronstein, 55–65; Barnard's Jr., VIII, 257–282.)
1 Eton, founded by Henry VI [1440]. (*Barnard, 5–9; Clutton-Brock; Cust; Heywood and Wright; Lyte; Minchin, 45–113; Mullinger, I, 301–311; Staunton, 1–61; Timbs, 29–35.)
  a Connection with King's College, Cambridge.
  b Statutes almost the same as at Winchester. (Clutton-Brock, ch. i; Cust, ch. i; †Leach, ch. xvi; Lyte, ch. i.)
    1) Statute provisions.
2 St. Paul's School, London [1512]. (*Barnard, 49–80; Barnard's Jr., XVI, 657–688, XXVIII, 729–736; *Hazlitt, ch. vii; Lupton, ch. ix; Staunton, 164–179; Syllabus, p. 116; Traill, III, 85–98.)
  a A day *vs* a boarding school, and open to any scholar.
  b Its Statutes. (*Barnard, above; Barnard's Jr., above; *Hazlitt, ch. vii; Lupton, 271–284; Staunton, 179–185.)
    1) For one hundred seventy three scholars.
  c Studies and purpose.

IV THE REFORMATION AND EDUCATION IN ENGLAND. (Adams, 14–28; May, II, chs. xviii–xx; Mark, 1–36; Syllabus, p. 130.)

1 Suppression of the Monasteries by Henry VIII [1536–1539]. (Aubrey, II, 139–154; Gasquet; Perry, ch. iv; Traill, III, 54–70; Wishart, ch. vii.)

a Effect of this upon education. (†Leach; Mullinger, II, 20–34; Spalding, 5–10.)

2 General effect of the Reformation in England upon education. (†Leach; Perry, ch. ix; Spalding, 5–10.)

a Comparison with Scotland and Germany as to the forces operating and as to the results attained.

1) Why Germany tended toward a State educational system.

2) Why England tended toward a Church educational system.

3 Schools founded by or during the reigns of:—(Adams, 14–28; *Barnard, 81–117; Barnard's Jr., VIII, 257–282, XXVIII, 739–752; Carlisle; †Leach; Spalding, 5–10; Timbs.)

a Henry VIII [1509–1547], sixty-three.

b Edward VI [1547–1553], fifty. (†Leach; Traill, III, 228–230, 265–266.)

c Mary [1553–1558], nineteen.

d Elizabeth [1558–1603], one hundred thirty-eight.

e James I [1603–1625] and Charles I [1625–1649], one hundred forty-two.

f The Commonwealth and the Protectorate [1649–1660]; Charles II [1660–1685], and James II [1685–1688], one hundred forty-six.

g The Civil Wars of the 17th Century put an end to the founding of schools.

4 The above list includes:—

a The following "Great Public Schools." (Arnold; Kegan Paul.)

1) Shrewsbury [1551]. (Staunton, 404–441.)

2) Westminster [1560]. (Airy; Minchin, 274–329.)

3) Rugby [1567]. (Bradby; Minchin, 196–234; Rouse; Staunton, 350–404.)

4) Harrow [1571]. (Minchin, 114–161; Staunton, 302–350; Thornton; Williams.)

5) Charterhouse [1609]. (Minchin, 1–44; Staunton, 257–301; Tod; Wilmot and Streatfield.)

b The following famous London Schools.

1) St. Paul's [1512]. (*Hazlitt, ch. vii; Minchin, 235–273.)

2) Merchant Taylors' [1561]. (*Barnard, 9–11; *Hazlitt, ch. ix; Minchin, 162–195; Staunton, 210–256.)

a) "But first see that they can the Catechisme in English or Latyn, & that every of the said two hundred & fifty schollers can read perfectly & write competently, or els lett them not be admitted in no wise."—Extract from the Statutes.

3) Christ's Hospital [1619]. (Staunton, 442–480.)

c Dulwich [1619], the last foundation until the Victorian era.

5 Nature and purpose of the schools established. (Carlisle.)

a "Public Schools."

b "Grammar Schools."

1) Many of these only re-endowed Pre-Reformation schools.

a) Retention of the old administrative machinery.

2) Extent to which the early models were followed.

THE FREE SCHOOL AT HARROW.

(Building finished in 1593. From a picture published by Ackermann in 1816.)

c Subject matter of instruction. (Barker; Field, chs. vi–viii; *Hazlitt, chs. vi–x, xvi, xviii; †Hazlitt; Keatinge, 131–135; Mark, index; Ray; Timbs.)

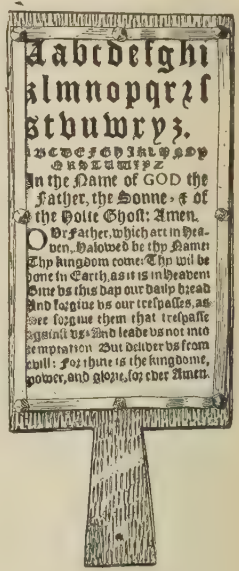
1) Studies at Ipswich [1528]. (Barnard's Jr., XXVIII, 737–738; Keatinge, 132–133.)

2) What Shakespeare learned at school [c. 1674–1680]. (Baynes.)

3) Eton in the 17th century. (Cust, 81–103.)

4) School books in use. (*Barnard, 208–224.)

d Education of girls. (*Hazlitt, ch. xiii.)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In the Name of GOD the
Father, the Sonne, & of
the Holie Ghoſt: Amen.
OVr Father, which art in Hea-
ven, Hallowed be thy Name:
Thy kingdom come: Thy will be
done in Earth, as it is in Heaven:
Give vs this day our daily bread
And forgiue vs our treſpaſſes, as
we forgiue them that treſpaſſe
againſt vs: And leade vs not into
temptation But deliuer vs from
euill: For thine is the kingdome,
power, and glorie, for euer Amen.

A HORNBOOK.

V TRADITIONS ESTABLISHED.

1 The "English Public School System" as established by 1600.

2 Influence of these schools in fixing the traditions of English secondary education.

a Aristocratic nature of these schools.

b Opposition of the masters, fellows, and many of the English people to an extension of secondary education.

VI ELEMENTARY EDUCATION.

1 The religious troubles of the 17th century engrossed the attention of the clergy, resulting in:—

a Stagnation within the Church.

b Almost complete neglect of the education of the poor.

2 Primary school foundations and Charity Schools belong to the 18th century.

3 Conditions not materially changed from what they were before the Reformation. (See Syllabus, p. 125, II, 4, and II, 5.)

4 Progress in Scotland contrasted with conditions in England. (Barnard's Jr., IX, 215–224; *Hazlitt, ch. xii; Mackintosh, II, 397–405; III, 375–388; Russell; Steven.)

a Reason for the difference.

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A Roger Ascham, The Humanist [1515–1566].

(Browning, 85–90; Fitch, lect. vii; Gill, 4–13; Hazlitt, ch. xv; Katterfeld; Laurie, ch. v; Mark, index; Payne, 57–63; Quick, ch. vii; Schmid, III, Pt. 1, 349–372; Traill, III, 333–337.)

I HIS LIFE AND TIMES. (*Barnard, 23–38; Barnard's Jr., III, 23–39; Carlisle, 1–45; Giles, I, pp. ix–c; Mayor, 1–56.)

1 Entered St. John's College, Cambridge, at fifteen.
  a His contact with:—
    1) Sir John Cheke.
    2) Dr. John Readman.
      a) Work of these men in preparing the way for the English tongue.
  b Became a Fellow after many years of study.
2 Teacher of Queen Elizabeth.
3 A picture of the man.
4 A picture of education at the time.

SEAL OF LOUTH GRAMMAR SCHOOL, A. D., 1552.

(From Green's *Short History of the English People*, Illd. Ed., Harper & Bros., N. Y. Reproduced by permission of the publishers.)

5 The origin of the *Scholemaster*. (See Preface; also *Barnard, 45–55; Barnard's Jr., IV, 155–166; Carlisle, 38–45.)
6 Relation to Sturmius.

II ASCHAM'S *SCHOLEMASTER.* (Arber edition; Barnard's Jr., XI, 57–76.)

1 The First Booke—The Brynging Vp of Youth.
- a Brutality and ignorance of scholemasters. (Arber edition, secs. 60, 70–72; †Barnard, 325–336; Barnard's Jr., XXVI, 325–336.)
- b Encourage inquiry. (Sect. 64.)
- c Quicke wittes and harde wittes. (Sects. 73–78.)
- d Colts better trained than children. (Sects. 83–84.)
- e The qualities of a goode witte. (Sects. 85–91.)
  - 1) Goode physique and expression.
  - 2) Goode memorie.
  - 3) Giuen to loue of learning.
  - 4) A lust to labor and a wille to take paines.
  - 5) Glad to heare and learne of an other.
  - 6) Desire to searche out any dou(b)te.
  - 7) Loueth to be praised for welle doing.
- f The dutie of the scholemaster in brynging out these poyntes.
- g Lady Jane's pleasure in learning. (Sect. 100.)
- h Bad state of affairs with noble men's children. (Sect. 107.)
  - 1) Payrent's neglect of their dutie.
- i Trauel in earlie education; the dangers of trauel in Italie. (Sects. 146–176.)

2 The Seconde Booke—The Ready Way to the Latin Tong.
- a Ascham's method.
  - 1) The elementary steps.
  - 2) Advanced work.
  - 3) Books to be read.
  - 4) Influence of Sturmius.

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B John Milton, The Verbal Realist [1608–1674].

(Brooks, 300–319; *Browning, 90–102; Gill, 13–19; Laurie, ch. ix; Mark, index; Meyer; Morris, introd.; Quick, 212–218; Schmid, III, Pt. 1, 382–409; Williams, 191–202.)

I HIS LIFE AND CONNECTION WITH THE COMMONWEALTH. (*Barnard, 160–177; Barnard's Jr., II, 61–76, XIV, 159–177, XXVIII, 383–400; Masson, III.)

1 The early poetic period [1629–1639].
2 The political period [1639–1660].

1640 The Long Parliament opened.
1642 Civil War began. 1645 Nasby.
1644 The Tractate printed.
1649 Charles I executed.
1660 Charles II crowned.

3 The later poetic period [1667–1671].

II THE TRACTATE ON EDUCATION [1644]. (*Barnard, 178–190; Barnard's Jr., II, 76–86, XIV, 177–190, XXII, 181–190, XXIII, 151–160; †Browning Ed.; Masson, III, 186–255; Morris Ed.)

1 Defects pointed out.
2 The aim of education.
3 His plan for education.
  a The school.
  b The curriculum outlined.
    1) First step, or period.
    2) Second step, or period.
    3) Third step, or period.

c Physical training.
d Moral training.
4 Method and object of instruction.
5 Merits and defects of the Treatise.
6 Extent of influence upon his time and upon education.
a The Commonwealth Academies.

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C RICHARD MULCASTER, THE REALIST [1531–1611].

(Hazlitt, ch. xv; *Quick, ch. viii; Schmid, III, Pt. 1, 372–381; Watson; Williams, 107–113.)

I HIS LIFE. (*Quick, ch. viii; †Quick, 299–309.)

1 Studied at Eton, Cambridge, and Oxford.
2 After graduation [1555] became a London schoolmaster.
3 Head-Master of Merchant Taylors' School in London. (Hazlitt, ch. ix.)
4 Master of St. Paul's School [1596–1608].
5 Rector of Stanford Rivers [1598–1611].
6 His books:—
a *Positions* [1581].
b The *Elementarie,* Part I [1582]. (†Quick; Watson.)

II EDUCATIONAL PRINCIPLES ADVANCED BY MULCASTER. (*Barnard, 177–184; Barnard's Jr., XXIV, 179–184, XXVIII, 743–748; *Quick, ch. viii; †Quick Ed., index.)

1 Development the aim of education.
  a Of the mental powers.
  b Of the body.
    1) Use of gymnastics and games.
2 Adaptation of knowledge to the pupil taught. (Ch. xlii.)
  a The subject matter of instruction.
  b The method of teaching.
3 Importance of primary education. (Ch. xli.)
  a Kind of teachers needed.
  b Training for teachers. (Ch. xli.)
4 Importance of a proper development of the brain. (Chs. iii–vi.)
  a Danger from pressure and one-sided training.
5 Use of the mother tongue. (Ch. v.)
  a In the elementary school; six to twelve years.
    1) Subjects to be taught there.
      a) Radical nature of the proposals.
6 The education of girls. (Ch. xxxviii.)
7 The scope of education. (Chs. xxxvi, xxxvii.)
  a The common right of all.
  b The advisability of further general education.
  c For whom higher education is intended.
    1) This idea in English education.

III MULCASTER'S PLACE IN THE HISTORY OF EDUCATION.

1 Comparison of the ideas of Mulcaster and Montaigne.
2 Emphasis of new points in education.
3 His broad conception of purposes and means.
4 Why his theories had so little influence on the educational thought of his time.

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D Some Early English Realists.

(Barnard's Jr., XXII, 25–32; Mark, index; Quick, ch. xii.)

I PROPOSALS FOR ADVANCEMENT AND REFORM.

1 John Brinsley [1587–1665].
- a His *Ludus Literarius, or The Grammar Schooles* [1612]. (†Barnard, 185–188; Barnard's Jr., XXIV, 186–189.)
  - 1) School life in 1612. (Ch. xxx.)
- b His *Consolations for Ovr Grammar Schooles* [1622].

2 Sir William Petty [1623–1687]. (Bevan.)
- a His *Epistle to Hartlib*, containing a plan for a trade or industrial school [1647]. (*Barnard, 199–209; Barnard's Jr., XI, 199–208; XXII, 199–208.)

3 John Dury.
- a His *The Reformed Schools* [1649].

4 Samuel Hartlib [d. 1670?].
- a His general interest in education. (Dircks; Masson, III, 193–231).
- b His *Proposition for Erecting a College of Husbandry* [1651]. (*Barnard, 191–198; Barnard's Jr., XI, 191–198, XXII, 191–198.)
- c His numerous pamphlets. (Dircks, 51–88.)

5 Charles Hoole [1610–1666]. (Barnard's Jr., XVII, 191–195; Watson, 433–439.)
- a *A New Discovery in the Old Art of Teaching Schools* [1659]. Its divisions:—
  - 1) *The Petty Schools.* (†Barnard, 193–208; ‡Barnard, 401–413; Barnard's Jr., XVII, 195–208, XXX, 401–413; Watson, 526–533.)
  - 2) *The Usher's Duty.* (†Barnard, 225–266; Barnard's Jr., XVII, 225–266.)
  - 3) *The Master's Method.* (†Barnard, 267–292; Barnard's Jr., XVII, 267–292.)
  - 4) *Scholastick Discipline.* (†Barnard, 293–324; Barnard's Jr., XVII, 293–324; Watson, 583–592.)
- b *The Visible World* [1659]. (†Barnard, 190–193, 208–224; Watson, 433–439.)

6 Abraham Cowley [1618–1667].
- a His *Plan for a Philosophical College* [1661]. (Barnard's Jr., XVII, 327–336; XXII, 209–215.)

II VALUE OF THE WORK OF THESE EARLY ENGLISH REALISTS.

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XXX THE NEW SCIENTIFIC METHOD.

(Beard, ch. xi; Paulsen, I, 480–501.)

I INFLUENCES OPERATING TOWARD A SCIENTIFIC AWAKENING IN EUROPE. (Fischer, 121–136; Nichol, II, pt. 1, chs. iii–iv.)

1 Free life and bold independence of the Universities. (Syllabus, p. 105.)

2 The Renaissance. (Syllabus, pp. 112, 114, 116.)

a Criticism of recovered texts.

b Reconstruction; comparison; inference; questioning.

c Awakening of a scientific spirit.

3 Introduction of Arab learning into Christian Europe. (Syllabus, p. 84.)

4 The invention of printing. (Syllabus, p. 116.)

5 Geographical discovery. (Syllabus, p. 117.)

6 Influx of Greek scholars after 1453.

7 The religious discussions preceding the Reformation.

a The growing tendency to appeal to reason.

8 Increasing desire for new knowledge.

a The alchemists of the 13th–15th centuries.

b Popularity of mathematical and astronomical subjects.

1) Ptolemy's *Almagest.*

c Popularity of books of travel.

1) Waldenseemüller's *Introduction to Geography* [1507].

II THE BEGINNINGS OF MODERN ASTRONOMY, PHYSICS, AND CHEMISTRY. (*Cajori, 156–183; †Cajori, 27–48; Hallam, IV, ch. viii; Nichol, II, pt. i, chs. iv–v; Routledge, ch. iv; Whewell, I, bk. 5.)

1 Nicholas Copernicus [1473–1543]. (Lodge, ch. i.)

a His *De Revolutionibus Orbium Celestium* [1543].

1) The new system.

2) His method of work.

2 Tycho Brahé [1546–1601]. (Lodge, ch. ii.)

a His careful observations at Uraniburg [1576–1597].

b Confuted the Aristotelians and destroyed the theory of crystalline spheres.

1) His method of work.

3 John Keplar [1571–1630]. (Lodge, ch. iii.)
  a His *New Astronomy, or Commentaries on the Motions of Mars* [1609].
    1) His three laws of motion.
    2) Prepared the way for Newton.
4 William Gilbert [1540–1603].
  a His *De Arte Magnetica* [1600].
  b His method much more valuable than his results.
5 Galileo Galilei [1564–1642]. (*Ball, 218–222; Caird, 89–123; Lodge, chs. iv–v; Routledge, ch. v.)
  a Showed the Aristotelians a new method at Pisa [c. 1590].
  b The new star of 1594. The telescope. The pendulum.
  c Discovered Jupiter's satellites [1610]. Saturn's rings.
  d Called to Rome [1615]. The Copernican theory condemned [1616].
  e Galileo published his *Dialogue* [1632].
  f Condemned by the Cardinals of the Inquisition [1633]. (Fischer, 133–136.)
    1) Sentence and abjuration. (Routledge, 119–123.)
6 Chemistry in the 16th century. (Routledge, 97–103.)
  a Paracelsus [1493–1541], professor of surgery at Bâle, applied chemistry to medicine.
  b Agricola [1494–1555], applied chemistry to metallurgy.
  c Bernard Palissy [1500?–1588], applied chemistry to the arts.
7 The new method of study and the new field of investigation opened up.
  a The method more valuable than the results.

III FRANCIS BACON [1561–1626]. (*Barnard, 77–79; †Barnard, 273–290; Barnard's Jr., V, 663–681; Beard, ch. xi; Caird, 124–156; †Cajori, 48–50; Dittes, 188–196; Ency. Brit., art. Bacon; Fowler, 1–145; Munroe, ch. iii; Paulsen, I, 480–491; Routledge, ch. vi; Schmid, III, Pt. 1, 410–439; Williams, ch. v.)
1 His political fortunes. (Macaulay; Nichol, I.)
2 *Instauratio Magna.*
  a Design, plan, and progress. (Nichol, II, pt. 2, ch. i, and pp. 258–259.)
3 The dignity of knowledge, his *Advancement of Learning* [1603–1605]. (Nichol, II, pt. 2, ch. ii; Wright Ed., introd.)
4 Human reason in the investigation of phenomena,—his *Novum Organum* [1620]. (Barnard's Jr., V, 654–674; Fowler; Munroe, ch. vi; Nichol, II, pt. 2, ch. iii.)
  a Insufficiency of the method of argumentation.

b Analysis and formulation of the inductive method.
1) Its fruitfulness in the hands of his successors.
c Pointed out the immense field in which the method might be used. (Fowler, 126–131.)
d Knowledge a process, not an end.
5 Bacon's contribution to scientific progress. (*Barnard, 79–95; Barnard's Jr., V, 674–681; Fowler, 98–131; Munroe, ch. vi; Rémusat, bk. 4, ch. ii.)
a Renaissance energy turned in a new direction.
b Effect of his work on educational method.
1) Application to education,—Comenius. (Syllabus, sect. XXXI.)

IV RENÉ DESCARTES [1596–1650], THE FOUNDER OF MODERN PHILOSOPHY. (*Cajori, 183–199; Fischer; Huxley, I, 166–198; Lewes, II, 1st Ep., ch. iii; Paulsen, I, 480–491; Torrey, 1–34; Williams, ch. v.)
1 State of philosophy at the time of Descartes. (Lowndes, 1–43.)
2 He rejected all that had gone before.
a His method.
b The evidence basis. (Lévy-Bruhl, ch. i.)
3 His *Discours de la Methode* [1637]. (Compayré, 187–192; Lévy-Bruhl, ch. ii; Torrey.)
a Why published his work in French instead of Latin.
b The new and the old subjects.
c Inquiry and reason instead of authority.
d Observation and experiment.
e He both formed and expressed the spirit of his age.
f Completely displaced Aristotle in the popular mind. (Fowler, 72–86.)
1) Opposition of the Universities and the Jesuits.
4 Descartes's work as a mathematician. (*Ball, 236–247; *Cajori, 183–199; Lodge, ch. vi; Routledge, 148–168.)
a The new Cartesian Geometry [1637].
b His work on optics, refraction, lenses, and the spectrum.

V SIR ISAAC NEWTON [1642–1727]. (*Ball, ch. xvi; †Ball, chs. iv, v; Fowler, 121–126; Lodge, chs. vii–ix; Routledge, ch. viii; Whewell, II.)
1 His *Principia* [1687]. (Lodge, ch. ix.)
a His three "Laws of Motion."
b His "Law of Gravitation."

c The motions of planets and comets demonstrated. The tides explained. Kepler's laws demonstrated. Dynamics reduced to an exact science.

d Discovered [with Leibnitz] the Calculus.

e Experimented with the spectrum [1666]. Explained the nature of light.

f Other scientific work.

2 Opposition to his theories.

GRANTHAM FREE GRAMMAR SCHOOL.

(The school attended by Isaac Newton as a boy. A good picture of the exterior of such a school, that of the Old Grammar School at Taunton, will be found in Green's *Short History of the English People*, IIId. Ed., II, p. 606.)

VI INFLUENCE OF THE NEW MOVEMENT. (Barnard's Jr., XXII, 33–38.)

1 The rise of learned societies.

1603 The Lyncean Society at Rome.

1619 Jungius founded the Natural Science Association at Rostock.

1657 The Academia del Cimento at Florence.

1645 The Royal Society of London. Meetings held in 1645; constituted in 1660; chartered, 1662. (Fowler, 112–119.)

1662 The Imperial Academy in Germany.

1666 The Academy of Sciences in France.

1675 National Observatory at Greenwich.

2 On the universities.
- a Studies in the sixteenth century. (†Barnard, 261–272; Barnard's Jr., V, 535–540, 655–662; Schmid, III, Pt. 1, 271–290.)
- b Baconian philosophy studied at both Oxford and Cambridge by 1675. (Fowler, 119–121.)
- c Newtonian philosophy taught at Oxford by the beginning of the eighteenth century, and well established by 1740. (Wordsworth, 64–81.)
- d Cambridge became the center for mathematical study, and under the influence of the Newtonian philosophy, mathematics took the place held by logic in the mediæval university.
  - 1) Course of reading and books used at Cambridge. (†Ball, 92–95, 156–158; Wordsworth, 64–81.)
  - 2) Studies at Cambridge, 1815–1818. (Wordsworth, 76–78.)
- e Mathematical and scientific studies on the Continent.
  - 1) Rejuvenescence of the University of Paris [1680–1700]. Cartesian philosophy introduced.
  - 2) The German Universities. (Paulsen.)

VII FURTHER ADVANCES.

1 In the 17th century.
2 In the 18th century.

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XXXI TWO SEVENTEENTH CENTURY INNOVATORS.

A Wolfgang Ratichius (Ratich, Ratke) [1571–1635].

(*Barnard, 343–370; Barnard's Jr., V, 229–256, VI, 459–466; Baumeister, I, Pt. 1, 146–154; Browning, 51–56; Dittes, 144–156; Fischer, 67–77; Paulsen, I, 460–465; Plath, 109–111; Quick, ch. ix; Regener, 91–98; Schiller, 149–167; Schmid, III, Pt. 2, 1–92; Williams, 154–162.)

I RATKE AND HIS SCHEME OF EDUCATION.

1 His life. (Vogt, 6–184.)

2 His address to the Princes at the Electoral Diet, Frankfurt-on-Main, 1612. (Richter, pt. ix, 24–32.)

- a The startling proposals regarding education.
  - 1) Favorable report on by Jung and Helwig. (Richter, pt. ix; Vogt, 228–235.)
  - 2) Ready acceptance of any remarkable scheme a characteristic of the period.
- b Augsburg tried Rathke's Method.
- c Koethen also tried the new method. (Richter, pt. xii.)
  - 1) Nature of the school.
  - 2) Method of teaching.
  - 3) The result.
- d Favorable report on to Oxenstiern [1634]. (Richter, pt. xii, 110–125.)

3 Rules laid down in the *Methodus Nova* [Leipzig, 1617]. (Vogt, 185–227.)

- a The order of nature.
- b One thing at a time.
- c Repetition.
- d Use of the mother tongue.
- e Every thing without constraint.
- f Learning by heart.
- g Uniformity.
- h Things *vs* words.
- i Individual experience and contact *vs* authority.

4 Pioneer work in method.

- a Comparison with Ascham.
- b Contribution to educational progress.
- c Work in counteracting the influence of the Jesuits. (*Barnard, 335–342; Barnard's Jr., VI, 459–466.)

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B JOHN AMOS COMENIUS [1592–1671].

(Baumeister, I, Pt. 1, 154–164; Browning, 56–68; Compayré, 122–137; Davidson, 190–208; Dittes, 156–166; Fischer, 77–97; Hark; †Laurie, ch. vi; Munroe, ch. vi; Paulsen, I, 465–470; Quick, ch. x; Regener, 98–114; Schiller, 167–190; Schmid, III, Pt. 2, 93–311; Seyffarth.)

I HIS LIFE. (Kayser, 1–12; Keatinge, Biog. Introd.; *Laurie; *Monroe, chs. iii–v; Plath, 111–117; Staehelin; Vrbka.)

1 Born at Nivnitz, Moravia, March 28, 1592; died at Amsterdam, November 15, 1671. (*Monroe, ch. iii.)

2 Early education.

3 Studied at the new University of Nassau [1611–1613].

a Read Ratke's *Address* [1612]. (*Monroe, 28–35.)

4 Master of a Latin School at Prerau [1614–1616].

a Studies in method.

5 Became pastor at Fulneck [1616].

a Fulneck plundered by the Spaniards [1621]. Manuscripts lost.

b Protestant ministers banished from Moravia [1624].

6 An exile. (*Monroe, ch. iv.)

a Became Master of the school at Lissa, Poland.

b His studies and educational activity during this period.

c Deeply impressed by the work of Bacon. (*Monroe, 23–28.)

d *The Great Didactic* [1628–1632].

7 Invited to reform the schools of Sweden [1638].
8 His *Pansophia* planned.
a Hartlib published an outline of the plan at Oxford [1637], and a new edition of the same under the title *A Reformation of Schooles* [1642]. (Dircks.)
b Invited by Parliament to England.
1) Arrived in London [1641]. (Dircks; Masson, III, 193–231.)
2) Plan to assign to him a college.
c Invited to Sweden, and left England [1642].
1) His plan examined by Oxenstiern and Skythe.
2) The result. His labors [1642–1650].
9 Invited to Hungary to open a school.
a The model school at Saros-Patak [1650–1654].
1) Plan for this school. (Keatinge, 138–147; *Laurie, Pt. IV.)
b The *Orbis Pictus* written during this period.
10 Said to have been called to the Presidency of Harvard College [1654]. (Blodgett; Compayré, 125; ‡Monroe.)
11 Returned to Lissa [1654]. (*Monroe, ch. v.)
a Books and MSS. again destroyed.
b Once more a homeless exile.
12 Found an asylum at Amsterdam.
a His educational writings published [1657].
b His death, November 15, 1671.

II EDUCATIONAL METHOD BEFORE COMENIUS. (Keatinge, 103–123; ‡Laurie; Lippert; *Monroe, chs. i, ii; Vostrovsky.)
1 Books in use before his time.
a Latin the school language of Christendom.
1) Emphasis given to Grammar. *Donatus.*
2) Melancthon's Latin Grammar [1525] a great advance.
3) Lily's Latin Grammar published in 1513. English edition, 1577. (Hazlitt, chs. viii, x.)
b State of arithmetical study. (*Ball, ch. xi; †Ball, 10–18.)
1) Tonstall's *De arte supputandi* [1522], in Latin.
2) Robert Recorde's *Grounde of Arts* [1540].
3) Peter Ramus' *Arithmetic* [1584], in Latin.
a) What these represented.
2 Colloquies and dialogues of the 16th century.
a Nature of these.
3 Method used in teaching.
a Unknown through the unknown.
b Point of emphasis.

A School. XCVIII. Scola.

A *School,* 1
is a Shop in which
Young Wits are fashion'd
to vertue, and it is
distinguished into *Forms.*
The *Master,* 2.
sitteth in a *Chair,* 3.
the *Scholars,* 4.
in *Forms,* 5.
he teacheth, they learn.
Some things
are writ down before them
with *Chalk* on a *Table,* 6.
Some sit
at a Table, and write, 7.
he mendeth their Faults, 8.
Some stand and rehearse
things committed to
memory, 9.
Some talk together, 10
and behave themselves
wantonly and carelessly;
these are chastised
with a *Ferrula,* 11.
and a *Rod,* 12.

Schola, 1.
est Officina, in quâ
Novelli Animi formantur
ad virtutem, &
distinguitur in *Classes.*
Praeceptor, 2.
sedet in *Cathedra,* 3.
Discipuli, 4.
in *Subselliis,* 5.
ille docet, hi discunt.
Quaedam
praescribuntur illis
Cretâ in *Tabella,* 6.
Quidam sedent
ad Mensam, & scribunt, 7.
ipse corrigit Mendas, 8.
Quidam stant, & recitant mandata
memoriae, 9.
Quidam confabulantur,
10. ac gerunt se
petulantes, & negligentes;
hi castigantur
Ferulâ (baculo), 11.
& *Virgâ,* 12.

A SCHOOL IN COMENIUS' TIME.

Facsimile of a page in the *Orbis Pictus.* The picture and the Latin text are from the edition of 1658, and the English text is from Hoole's English edition of 1727. (From a reprint of the *Orbis Pictus* issued by Mr. C. W. Bardeen [Syracuse, 1887] and reproduced with his permission.)

III COMENIUS' TEXT BOOKS. (Bardeen; *Barnard, 381–395; Barnard's Jr., V, 267–280; Hiller; Keatinge, Biog. Introd.; *Laurie, Pt. III; Maxwell; *Monroe, ch. viii; Plath, 113–119; Williams, 175–184.)

1 The *Orbis Sensualium Pictus.* (Bardeen edition; Keatinge, 76; Plath, 135–139.) [Patak, 1654; Nürnberg, 1657.]
  a The first picture book ever written for children.
    1) Success of the book.
  b Basedow's *Elementarwerk mit Kupfern* [1771] (Syllabus, sect. XXXIV, C) the first attempt to improve upon it.
  c The new method of teaching which it embodied.
2 The *Vestibulum* [1633].
  a Nature and object of this book.
  b Illustrative sentences. (Keatinge, 29, 66.)
3 The *Janua Linguarum Reserata* [1631].
  a Nature and object of this book.
  b Illustrative pages. (Keatinge, 22; Williams, 181–182.)
  c Effect of its publication.
4 The *Atrium.*
  a Nature and object of this book.
5 The *Thesaurus.*
  a A proposed book; nature of.

IV COMENIUS' BOOKS ON METHOD.

1 *The Great Didactic.* (Kayser, 13–58; Keatinge; *Laurie, Pt. I; †Laurie, ch. vi; *Monroe, ch. vi.)
  a Written in Czech, 1628–1632; published in Latin at Amsterdam, 1657; forgotten for two centuries; MS. found at Lissa, 1841; published in the original at Prague, 1848; first English edition, 1896.
  b Analysis of the work. Merits and defects.
    1) The ultimate end of life.
    2) Education a necessity.
      a) For both sexes.
      b) The ideal of service.
    3) Why schools have so far failed.
      a) Possibility of reform.
    4) Following nature.
      a) Analogies drawn.
    5) Principles of easy teaching.
    6) Specific methods.

7) School discipline.
8) The four-fold division of schools. Studies in each. Age limits. (*Barnard, 395–402; Barnard's Jr., V, 281–286.)
a) The Mother-School.
b) The Vernacular-School.
c) The Latin-School.
d) University education.

2 *The School of Infancy.* (Kayser, 59–64; *Monroe, ch. vii; §Monroe edition; Richter edition.)
a Written in Czech between 1628 and 1630; German edition, Lissa, 1633; Latin edition, Amsterdam, 1657; first English edition, 1858.
b Analysis of the work.
1) Claims of children.
2) Obligations of parents.
3) Value of primary education.
4) Character of early instruction.
5) Physical education.
6) Studies; activity; expression, use of language.
7) Moral and religious training.
8) Extent of home training.
9) Preparation for the public school.

V COMENIUS' PLACE IN THE HISTORY OF EDUCATION. (Butler; Davidson, 190–208; Hanus; Hoffmeister; Kayser, 84–148; Keatinge, 124–138, 148–152; *Laurie, Introd. and Concl.; ‡Laurie; *Monroe, chs. ix, x; †Monroe; Munroe, ch. iv; Müller; Plath, 120–121; Seyffarth; Witte.)
1 State of the educational problem in Comenius' time. Work of:—
a Luther and Melancthon.
b John Sturm at Strasburg
c John Calvin at Geneva.
d John Knox and George Buchanan in Scotland.
e Roger Ascham and John Milton in England.
f Wolfgang Ratke in Germany.
2 Debt to, and advances over, his predecessors.
3 Modern reforms which he anticipated.
4 Why he influenced his times so little.

VI DUKE ERNST THE PIOUS OF GOTHA [1601–1675]. (Fischer, 97–101; Nohle, 42–44; Plath, 139–150; Schmid, IV, Pt. 1, 2–74.)

1 A practical follower of Comenius.

2 His *Schulmethodus* [1642], or organization plan for the Volksschule. (Plath, 143–150; Seeley, 22–23.)

a Nature of. School books. Attendance.

3 Significance of his work.

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XXXII THE APPEAL TO NATURE.

A JOHN LOCKE [1632–1704].

(Lewes, II, 3rd Ep., ch. ii; *Quick, ch. xiii; Schiller, 142–149; Schmid, IV, Pt. 1, 343–403; Ueberweg, II, 79–90; Williams, 202–209.)

I HIS LIFE. (Bourne; Fowler; Fraser, pt. 1; †Quick, xix–xlvi; Sallwurk, i–lxxii.)

1 Student life at Christ Church, Oxford [1652–1655]. (Bourne, I, ch. ii; Fowler, ch. i.)

2 His services to the State. His exile [1683–1689]. Extradition asked for [1685]. Pardoned [1686]. Returned to England [1689].

3 His habit of writing out his ideas.

a His theory of life.

4 His work as a tutor.

a To the son of Sir John Banks [1677–1679].

b To the son of Lord Shaftesbury [1679–1683].

5 The productive period after 1685.

II LOCKE'S THOUGHTS ON EDUCATION [1693]. (Section citations based on †Quick edition; *Barnard, 223–342; †Barnard, 428–440; Barnard's Jr., VI, 210–222, XI, 460–484; Bourne, II, 253–269; Compayré, 194–211; Fowler, ch. x; Leitch, 1–51; Sallwurk.)

1 Physical aspect of education. (Sects. 1–29, 115–116.)

a Care of the body.

b Diet.

c The hardening process.

2 Formation of habits. (Sects. 29–43.)

a The *tabula rasa* idea of the mind.

3 Punishments and rewards.

a Nature of. (Sects. 39–66, 76–87, 102–114.)

b Dealing with children in general. (Sects. 120–122.)

c Relations of father and son. (Sects. 94–99.)

4 Manners; good breeding.

a Influence of example. (Sects. 67–71.)

b Importance of the proper choice of a tutor. (Sects. 90–94.)

c The requisites of a gentlemen. (Sects. 132–145.)

5 Intellectual education.
  a Essentials in the person of a tutor. (Sects. 88–94.)
  b Pleasurable nature of learning. (Sects. 71–76, 118–131, 148–156.)
  c Latin and Latin Grammar. (Sects. 164–178.)
  d The mother tongue. (Sect. 198.)
  e Other studies. (Sects. 159–163, 178–195.)
  f Accomplishments. (Sects. 196–199, 206–211.)
  g Manual arts; learning a trade. (Sects. 200–206, 208–210.)
6 Recreation and travel. (Sects. 211–216.)
7 Locke's *Plan for Working Schools* for the children of paupers. (†Quick, xliii–xliv, Appendix A.)

III LOCKE AND HIS TREATISE. (*Barnard, 209–222; †Barnard, 427–440; Barnard's Jr., VI, 209–222; Browning, ch. vii; Davidson, 200–209; Dittes, 166–169; Gill, 19–38; Munroe, 95–123; *Quick, ch. xiii; †Quick, xlvi–lix.)

1 The sources of his work. (Lepzien; Mehner.)
2 His debt to Montaigne, and his influence upon Rousseau. (Mehner; †Quick, xlvi–liii.)
3 For whom intended.
4 Locke's educational ideas.
  a Purpose of instruction.
  b Method.
  c Subject matter.
  d Practice and habit.
  e Companions. Teachers.
5 Locke in relation to his time.
6 Locke compared with Comenius.

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(Baumeister, I, Pt. 1, 195–198; Browning, ch. ix; Caird, I, 105–146; Carlyle; Clarke, 343–381; †Davidson, 209–219; Dittes, 188–195; Enc. Brit., art. Rousseau; Faguet, 327–408; Fischer, 116–128; Francke, III, 289–397; Graham; Hailman, lect. vii; Lang; Lévy-Bruhl, ch. viii; Jos. Payne, 89–91; Plath, 198–213; Schiller, 235–247; Schmid, IV, Pt. 1, 563–612; Van Laun, III, 90–110; Williams, 290–309.)

I ROUSSEAU'S LIFE. (*Barnard, 459–463; Barnard's Jr., V, 459–463; Graham; Munroe, ch. vii; Rousseau's *Confessions.*)

1 The dependent and passive period [1712–1741]. (*Davidson, ch. ii; Morley, I, chs. ii, iii.)

a Early life. Care of an aunt. Precocity. Life in the country, eight to ten; and in Geneva, ten to twelve.

1) Nature of his education thus far.

b Apprenticed to an engraver from twelve to sixteen. The result.

c Became a Catholic. Life as a vagabond, sixteen to twenty.

d His life for the next nine years.

2 The independent and productive period [1741–1778]. (*Davidson, ch. iii.)

a Went to Paris in 1741. Secretary to the ambassador to Venice. Parisian life. (Morley, I, ch. vi.)

b The Dijon Academy prize of 1749.

c Identified himself with the common people.

d *The Origin of Inequality* [1753].

e Went to Montmorency to live. The great literary period. (Morley, II, ch. i.)

1) *The New Heloise.* [Finished, 1759; published, 1761.]

2) *The Social Contract* [1762]. (Morley, II, ch. iii.)

3) *Émile* [1762].

3 The storm which the *Émile* caused. Subsequent history.

a His persecutors.

b Exile:—Switzerland, England, France. (Morley, II, chs. vi, vii.)

c Returned to Paris [1770].

d Death and burial at Ermenonville [1778].

e His ashes removed to Paris and placed in the Pantheon [1793].

4 Character of his life. His aspirations. The result. His *Confessions.*

II THE TIMES IN WHICH HE LIVED. (*Davidson, ch. i.)

1 Writers before Rousseau.

a The political theories of Hobbes and Locke.

b Montesquieu's *Esprit des lois* [1748].

c Morelly's *Code de la nature* [1754].

2 Ideas and questions of the age.
  a The state of "Nature."
  b The laws of "Nature."
  c The social contract.
  d Inequality arising under the social contract.
  e The ideal and the normal form of human life.
  f Are men bound to submit to social regulations against their wills.
3 Growing tendency to look upon man as the originator of law and the social order, and hence as the master of the universe, resulting in:—
  a Decline of ecclesiastical authority.
  b Conception of human duty as the following of Nature.
4 Rousseau gathered up these ideas and stated them.
  a His work opportune.
  b His work the antithesis of his life.

III ROUSSEAU'S ÉMILE. (*Barnard, 463–484; Barnard's Jr., V, 463–484; *Compayré, ch. xiii; †Compayré, chs. ii–iv; Morley, II, ch. iv; Munroe, ch. vii; Plath, 198–213; Quick, ch. xiv; Wier.)

1 Infancy, or the education of Émile to the age of five. (Émile, bk. 1; *Davidson, ch. v.)
  a The hand of Nature and the Influence of man.
    1) Civilized man=1 / *x*.
  b Education to consider human destiny.
  c The mother's duty. Duty of the father.
  d Training the child.
    1) The hardening process.
  e Instruction *vs* guidance.
    1) Émile and his tutor.
    2) Only habits no habits.
    3) City *vs* country life.
2 Childhood, or the education of Émile from the age of five to twelve. (Émile, bk. 2; *Davidson, ch. vi.)
  a Punishments.
    1) The order of nature; punishment by consequences.
  b Spoiling the child; a correct start.
    1) Reason *vs* commands.
  c To gain time by losing it.
    1) Doing while doing nothing.
  d Memory and reason go together.
    1) Words without ideas.
    2) Studies in the early period; books.

3) Learning to read.
4) Study of physics.
a) Sense training.
5) Drawing and painting.
6) Geometry.
7) Music.
e Education to be emancipation.
1) Émile's free, frank manner.
2) Émile knows his powers.

3 Boyhood, or education of Émile from the age of twelve to fifteen. (Émile, bk. 3; *Davidson, ch. vii.)
a Choice in studies.
b Order of progress in studies.
c "Transform sensations into ideas."
1) Curiosity.
2) Re-discovery.
d Method in geography.
e Method in physics.
f The curse of books.
1) Émile's one book.
g "Values men by their trades, things by their usefulness."
h Beginning the study of society.
1) Value of life; origin of society.
2) Instability of thrones; approaching revolutions.
3) Independence of the laborer.
4) An honorable trade.
a) Learning a trade.

4 Adolescence, or the education of Émile from the age of fifteen to twenty. (Émile, bk. 4; *Davidson, ch. viii.)
a The second birth; the preparation.
1) Now first comes to know suffering, misery, human calamities, and death.
a) The heart to be expanded.
b The study of society as it is.
1) "Through doing good to become good."
c Study of history and biography to begin.
d Method of dealing with Émile now.
e Reason to rule him in the social vortex.
1) His religion.
f Problem now how to divert his senses and energies.
g To enter the world at twenty.
1) His wife. The ideal.
h Émile's simple tastes.
1) Riches do not bring pleasure.

5 Youth, or Émile from the age of twenty until his marriage, and the education of his wife, Sophie. (Émile, bk. 5; †Compayré, ch. v; *Davidson, ch. ix.)
  a Difference between the sexes.
  b Consequent difference in the education to be given to each.
  c Nature to be followed in all that characterizes sex.
  d The object and duty of woman.
    1) How this modifies education.
  e The education of a girl.
    1) Physical to take precedence.
    2) Amusements.
    3) Inconstancy; gentleness; docility.
    4) Religious instruction.
    5) Study of men.
  f Sophie described.
6 Manhood, or the after life of Émile and Sophie. (*Davidson, ch. x.)
  a The continuation of the Émile.
  b Trials and calamities.
  c Value of Émile's education demonstrated.

IV EFFECT OF ROUSSEAU'S WORK; HIS INFLUENCE. (*Davidson, ch. xi.)
1 Effect on France and on Europe of laying bare the defects and abuses in education.
2 Great sale of the book.
  a Morality became a passion. (†Compayré, ch. vi.)
3 Influence on French political and religious thought.
  a "Return to Nature" in everything.
  b Emotional faith a substitute for religion.
  c "The Father of Democracy."
4 Influence on German thought.
  a Kant.
  b The "Storm and Stress" period of German literature.
5 Great influence on education. (*Barnard, 485–486; Barnard's Jr., V, 485–486.)
  a Education popularized.
  b Pestalozzi. (Herisson.)
  c Basedow and German thinkers. (See Syllabus, sect. XXXIV, C.)
6 The philosophical unsoundness of his educational theories.
  a His real service.

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XXXIII THE REVOLUTION AND EDUCATION IN FRANCE.

(Arnold, ch. iv; Babeau; Barnard's Jr., XX, 217–218; †Compayré, II; Dreyfus-Brisac, III, 250-286; Dumesnil; Duruy; *Min. Publ. Instr., 8–12; ‡Min. Publ. Instr., 1–12; Picavet, 43–64; Teegan, ch. i. For the text of all laws and decrees adopted see Beauchamp, or Gréard.)

I THE DEVELOPMENT OF ABSOLUTE MONARCHY. (Duruy; Lowell; May, II, chs. xii, xiii.)

1 The kings:—Louis XIII [1610–1643]; Louis XIV [1643–1715]; Louis XV [1715–1774]; Louis XVI [1774–1789].

2 Work of Richelieu [1624–1642] in centralizing power in the hands of the king and breaking down the power of the nobility.

3 Triumph of absolute monarchy [1661–1715]; perfection of the administrative machinery; suppression of local liberties.

4 The court at Versailles [1682] and the influence of French splendor on Europe; Golden Age in French literature.

5 Private policy of Louis XV; reign of favorites; destruction of the power of parliament.

6 New taxes; bankruptcy of the nation; decline of agriculture; wretched condition of the common people; general unrest.

II THE OVERTHROW OF THE OLD REGIME. (Duruy; Faguet, 193–278; Lowell; May, II, ch. xvi.)

1 The work of the political philosophers of the 18th century.

a Influence of John Locke.

b Montesquieu [1689–1755]. *Lettres Persanes* [1721]; *L'esprit des lois* [1748]. (Lévy-Bruhl, ch. v; Van Laun, 23–36.)

c The work of Voltaire [1694–1778]. (Faguet, 193–278; Lévy-Bruhl, ch. vi; Van Laun, III, 43–66.)

d Rousseau [1712–1778]. *L'origine de l'inégalite* [1753]; *Contrat Social* [1762]; *Émile* [1762]. (Syllabus, sect. XXXII.)

2 Increasing power of public opinion; increasing demand for reforms.

3 Meeting of the States-General [May 5, 1789].

a Declared itself The Constituent Assembly [June 17, 1789].

b Fall of the Bastile [July 14, 1789].

4 The Legislative Assembly [Oct. 1, 1791–Sept. 21, 1792].
5 The Constitutional Convention proclaimed a Republic [1792].

III THE IDEA OF NATIONAL EDUCATION. (*Compayré, chs. xiv, xv; †Compayré, II, chs. vi, vii; Dumesnil, ch. ii.)

1 Work of the philosophers in preparing the way for the secularization of education.
2 Decline in vigor of the Jesuits and failure of their schools to change to meet the needs of the times.
  a Complaints against their system [1762].
  b Expulsion of the Order from France [1764].
3 Demand for civil instead of religious teachers.
4 La Chalotais' *Essai d'éducation nationale* [1763]. (Buisson; *Compayré, ch. xv; †Compayré, II, 207–226.)
  a Education a civil affair; citizen teachers.
  b Education to make French citizens.
  c Studies from five to ten.
  d Studies from ten to seventeen.
    1) Character of the proposals.
  e Views on the extension of popular education.
  f Merits of the treatise.
5 Rolland's Report to the Parliament of Paris [1768]. (Buisson; *Compayré, ch. xv; †Compayré, II, 227–248.)
  a His views on the extension of popular education, the training of teachers, and the centralization of education.
  b Seconded by Turgot [1775].
6 The right of the State to preserve itself through education.
7 Demands of the Cahiers of 1789 as to education. (Grimaud, 6–10.)

IV LEGISLATIVE ATTEMPTS AT ORGANIZATION. (Barnard's Jr., XXII, 651–664, for abstract of proposals; *Compayré, chs. xvi, xvii.)

1 State of elementary education in 1789. (Arnold, ch. iv; Babeau, ch. i; Fayet, chs. ii, iii.)
  a The Catholic view. (Alain, chs. iv–viii.)
  b The anti-Catholic view.
  c The percentage of illiteracy, and what it indicates.
    1) "In 1790 there were 53% of men and 73% of women who could not sign their names to the marriage contracts." (*Compayré, 365.)

2) In the Department of Haute-Marne, one of the best educated Departments of France, the statistics of illiteracy, as shown by the inability to sign the marriage records, are as follows:—(Fayet, 12–13.)

	Haute-Marne.		France as a whole.	
Period.	Men.	Women.	Men.	Women.
1701–1725	54.8%	80.5%		
1726–1750	46.7	79.0		
1751–1775	37.3	75.5		
1776–1800	28.2	65.9	53.0[1]	73.0[1]
1858–1868	3.0	6.0	27.6	41.6

[1] For the year 1790 only.

2 What was taught in the secondary schools. (See table in †Min. Publ. Instr., 1887, pp. 412–416.)

A FRENCH SCHOOL BEFORE THE REVOLUTION.

(After an etching by Boisseau [1730–1809]. From Lacroix, *The Eighteenth Century*, p. 245.)

3 The Constituent Assembly [June 17, 1789–Sept. 30, 1791]. (Babeau, ch. ii; Buisson, Pt. 1, tome I, 125–126, tome II, 1674; *Compayré, ch. xvi; †Compayré, II, 249–272; Grimaud, 11–22; Liard, I, 117–148.)

a Mirabeau's Discourses on Education. (Dumesnil, ch. iii; Hippeau, I, 1–32.)

b The Constitution of September 4, 1791, on education. (Buisson.)
c Talleyrand's *Rapport* [Sept. 10–11, 1791]. (Buisson; Dumesnil, ch. iv; Hippeau, I, 33–184.)
1) His four grades of instruction.
2) Nature of the primary education proposed.

4 The Legislative Assembly [Oct. 1, 1791–Sept. 21, 1792]. (Babeau, ch. ii; Buisson, Pt. 1, tome I, 462–464, tome II, 1674–5; *Compayré, ch. xvi; †Compayré, II, 273–290; Grimaud, 22–25; Liard, I, 149–164.)
a Condorcet's *Rapport* [April 20–21, 1792]. (Buisson; Dumesnil, chs. v, vi; Hippeau, I, 185–288.)
1) Liberty and equality impossible without education.
2) His five grades of instruction.
3) Primary education.
4) Elements of technical and scientific knowledge.

5 The National Convention [Sept. 21, 1792–Oct. 26, 1795]. (Allain, chs. ii, iii; Babeau, ch. iii; Buisson, Pt. 1, tome I, 520–571; *Compayré, ch. xvii; †Compayré, 291–324; Hippeau, II, chs. i–iv; Liard, I, 165–285.)
a Multiplicity of reports, bills, and decrees. (Arnold, ch. iv; Buisson, Pt. 1, tome I, 649–652; Dumesnil, chs. vii–xii; Grimaud, 26–55; Hippeau, I, 289–422.)
1) Abolition and confiscation of all secular and endowed schools and colleges [1793]. (Beauchamp, I, 14; Liard, I.)
a) Supremacy of the State.
2) Primary schools ordered established [1793]. (Allain, ch. iii; Beauchamp, 26–27.)
a) Schools; teachers; subjects of instruction.
b) Claim of the State on the child.
b The law of the 3rd of Brumaire, year IV [Oct. 27, 1795], organizing the entire system of instruction. (Barnard's Jr., XX, 228–229; Beauchamp, I, 36–42; *Compayré, 409–411; Grimaud, 55–57; Liard, I, 225–255.)
1) The new provisions regarding popular education.
a) Change in the attitude of the State.
2) The schools thus founded became the first Lycées of 1802.
c The Constitution of 1795 on education. (Beauchamp, I, 34.)
d Organization of the Normal School of Paris [1795], the Polytechnic School, and a number of scientific bureaus. (Allain, ch. v; École normale, 21–209; Hippeau, I, 423–469.)

6 The Directory [1795–1799]. (Allain, ch. vii; Liard, I, 285–312.)
7 The Consulate. (Syllabus, sect. XXXVIII.)

8 Comparative fruitlessness of the various attempts. (Allain, ch. vi; Babeau, chs. vii, viii; Grimaud, 55–60.)
  a Why the efforts were unavailing.
  b The new spirit which inspired them.
  c National and lay education as yet little more than a cherished hope, though its lines were roughly indicated.

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XXXIV THE EIGHTEENTH CENTURY IN GERMANY.

(Dittes, 203–224; Freytag, see table of contents; Nohle, 45–61; ‡Paulsen; Rein, VII, 994–1013; Russell, ch. iii.)

A Influences at Work.

I PIETISM AND REALISM. (Dittes, 178–188; Williams, ch. x.)

1 Condition of the Lutheran Church and the Lutheran schools of Germany at the close of the 17th century. (Syllabus, p. 139–140.)

2 Pietism a protest. (Baumeister, I, Pt. 1, 182–194; Dittes, 178–188; K. Fischer, I, ch. ix; Hailman, 68–73; Plath, 150–166; Regener, 119–125; Schiller, 201–230; Schmid, IV, Pt. 1, 187–342.)

a The future aim.

b Attitude toward humanism.

c Attitude toward realism.

3 Work of Augustus Hermann Francke [1663–1727] at Halle. (*Barnard, 441–458; Barnard's Jr., V, 441–458, 689–699; Dittes, 180–183; O. Fischer, 102–107; A. H. Francke; Gansen, 3–49; Hailman, 68–73; *Kramer; †Kramer, pp. i–lxxv; Nohle, 50–51; Plath, 151–154; Richter, pts. 5, 6, 10; Schiller, 201–230; Schmid, IV, Pt. 1, 187–302; Williams, 268–275.)

a His "Institutions" [1694–1707]. (Bache, 94–114; Painter, 240–247; †Paulsen, I, 551–562; Plath, 154–158.)

1) Pietistic and realistic character.

b Influence of his work on German education.

4 Julius Hecker [1707–1768]. (Bache, 301–316; *Barnard, 291–301; Barnard's Jr., V, 689–699; Baumeister, I, Pt. 1, 195–198; Nohle, 59–61; Plath, 171–173; Regener, 173–177; Schiller, 231–234, 329–336.)

a Established a *Realschule* at Berlin [1747].

1) Studies; success; influence.

b Established the first *Lehrerseminar* in Berlin [1748].

II THE NEW SPIRIT IN THE UNIVERSITIES. (Painter, 261–266; Williams, ch. x.)

1 Halle [1694] the first modern University. (Baumeister, I, Pt. 1, 174–179; Nohle, 45–46; *Paulsen, 57–65; †Paulsen, I, 520–550.)

a Gundling [1711] discussed "The office of a University."
1) Beginnings of *Lehrfreiheit.*
b Christian Wolff [Prof. 1707–1723, 1740–1754] appealed to reason. "Makes philosophy speak German."

2 The new methods in classical study. (Baumeister, I, Pt. 1, 246–255, 258–269; Schiller, 289–298.)
a J. M. Gesner at the new University of Göttingen. (*Barnard, 521–529; Barnard's Jr., V, 741–752; Nohle, 46–50; †Paulsen, II, 9–45; Schiller, 289–296.)
b Reform work of:—
1) Ernesti [*Thomasschule,* Leipzig]. (*Barnard, 530–532.)
2) Frederick August Wolf [Halle]. (*Barnard, 561–573; Barnard's Jr., VI, 260–272; Painter, 261–266; †Paulsen, II, 208–245; Schiller, 320–329.)
c Meaning of this work for secondary education. (Schiller, 298–320.)

III THE NEW INDEPENDENT SPIRIT IN LITERATURE. (Baumeister, I, Pt. 1, 255–258.)

1 Use of German, Latin, and French in the 17th century.
a The reformers and the vernacular.
b Wolff's lectures on philosophy.
c Satirists expose French follies.
d The overthrow of French classicism and the foundation of a national German literature.
2 Levelling effect of the rising individualism.
3 The aspirations of the leading thinkers.
4 The work and influence of Klopstock, Wieland, Lessing, Herder, Kant, Fichte, Goethe, and Schiller. (*Barnard, 547–560; Barnard's Jr., VI, 195–208; Baumeister, I, Pt. 1, 281–288; Compayré, 332–338; K. Francke, chs. vii, viii; †Paulsen, II, 189–208; Vogt, 1–43; Williams, 309–317.)
a The new ideal for humanity.
b The new aristocracy of worth.
c Storm and Stress period.
d The classics of individualism.

IV INFLUENCE OF THE THEORISTS AND REFORMERS. (Hailman, lect. viii.)

1 John Locke. (Syllabus, sect. XXXII, A.)
2 Jean-Jacques Rousseau. (Syllabus, sect. XXXII, B.)

3 Immanuel Kant [1724–1804]. (Browning, 165–174; Churton; Compayré, 332–338; Davidson, 220–229; McIntyre; Vogt.)
  a His lectures *Ueber Pädagogik.*
  b The new moral, or culture ideal.
4 Johann Basedow [1723–1790] and his followers. (Syllabus, sect. XXXIV, C.)
5 Johann Gottlieb Fichte in the first decade of the 19th century. (Syllabus, sect. XXXVII.)

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B Administrative Reforms in Prussia and Austria.

I WORK OF FREDERICK THE GREAT [King, 1740–1786]. (Tuttle, II–IV.)

1 In awakening a new national spirit.
  a Advance in power of Prussia.
2 In uplifting the peasantry and citizen classes.
3 In internal administration.
  a Bureaucratic government.
  b The army.
  c Public works.
  d Religious toleration extended.
4 In extending education. (See II, below.)
5 Time of Frederick the Great a seed time.

II EDUCATIONAL PROGRESS DURING THE 18th CENTURY. (Dittes, 203–224; Esch, 79–154; Meyer, see table of contents for School Orders and Reforms [1770–1801]; Russell, 87–89; Seeley, ch. v.)

1 Work of Frederick William I [1713–1740] in extending elementary education. (Clausnitzer, 1–14; Tuttle, I, 470–471.)
  a His hatred of the higher schools and universities.
    1) Banishment of Christian Wolff [1723].
  b His encouragement of elementary education.
    1) The advisory order of 1717.
    2) The *Principia Regulative* [1736]. (Clausnitzer, 8–9; Nohle, 51–52; Plath, 169–171; Vormbaum, III, 356–358.)

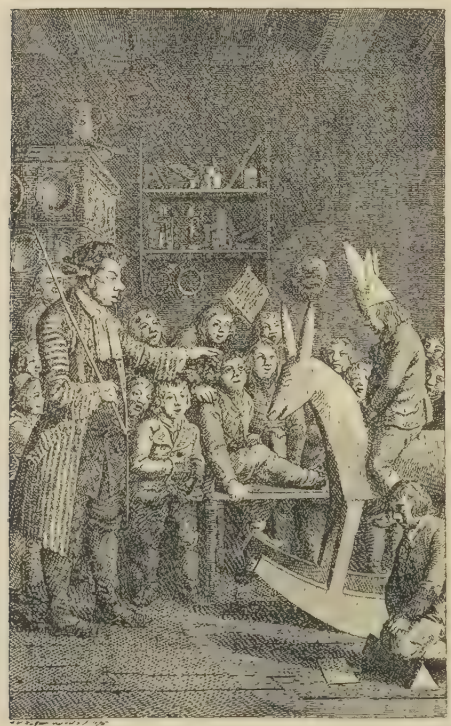
2 Further work of Frederick the Great [1740–1786]. (Barnard's Jr., XX, 335–360; Baumeister, I, Pt. 1, 231–235; Clausnitzer, 14–26; Meyer; Nohle, 52–56; Paulsen, II, 49–65; Plath, 166–171; Regener, 167–173; Schiller, 274–281.)

a Centralization under the Berlin Consistory [1750].

b The famous school regulation of 1763,—the *General-Land-Schul-Reglement.* (*Barnard, 593–600, text in full; Barnard's Jr., XXII, 861–868, same; Clausnitzer, 16–23, same; Foerster, 30–33, abstract of text; Meyer, 113–130, text in full; Plath, 174–180, same; Vormbaum, III, 539–554, same.)

1) This the real foundation of the present Prussian system.

c The regulations for the Catholic schools of Silesia [1765]. (*Barnard, 600–608, text in full; Barnard's Jr., XXII, 869–877, same; Meyer, 132–156, same.)



AN 18TH CENTURY GERMAN SCHOOL.

(Reproduction of an engraving by J. Mettenleiter, now in the *Kupferstichkabinet,* Munich, and printed in Joh. Ferd. Schlez' *Dorfschulen zu Langenhausen,* Nürnberg, 1795. After Richter, *Neudrucke pädagogische Schriften,* pt. 2.)

d Baron von Zedlitz head of "The Department of Lutheran Church and School Affairs" [1771–1778]. (Baumeister, I, Pt. 1, 236–246.)

3 Further extension under Frederick William II [1786–1797]. (Clausnitzer, 26–39.)

a The *Oberschulcollegium* board established [1787].

1) Leaving examinations [*Maturitätsprüfung*] instituted [1788].

b The *Allgemeine Landrecht* promulgated [1794]. (Clausnitzer, 33–36, text in full.)

1) Its educational provisions. (Russell, 88–89, 109–110; Seeley, 32, 36–37.)

2) State supremacy asserted.

4 Work of Maria Theresa in Austria. (*Barnard, 609–618; Baumeister, I, Pt. 1, 235–236; Dittes; Nohle, 56–58; Tupetz, 93–105.)

a For elementary education. (Barnard's Jr., XVI, 5–21.)

b For secondary education. (Barnard's Jr., XVI, 609–624.)

c The General Regulations of 1774 the beginning of Austrian school reform. (*Barnard, 619–624, text in full; Barnard's Jr., XXII, 879–884, same; Kahl, 1–65; Richter, pt. 15, 5–30.)

d Felbiger's work as director. (Baumeister, I, Pt. 1, 235–236; Frisch, 1–29; Kahl.)

e Ferdinand Kindermann's work.

1) His efforts for the Bohemian peasantry [1771]. (Barnard's Jr., XXVII, 509–512.)

5 The way now becoming clear, after two hundred fifty years of confusion and failure, for the establishment of a national system of education.

a This the work of the nineteenth century.

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(Diestelmann; Dittes, 196–203; O. Fischer, 128–137; Göring, 1–112; Payne, 91–96; Plath, 214–235; Regener, 150–165; Schiller, 247–274; Williams, ch. xii.)

I HIS LIFE AND WORK. (*Barnard, 487–520; Barnard's Jr., V, 487–520; Diestelmann; Lang; Quick, ch. xv.)

1 Early life and studies. (*Pinloche, 37–58.)

2 Work as a teacher.

a Private tutor [1746–1753].

b In the *Ritterakademie* at Soroe, Denmark [1753–1761].

c In the *Gymnasium* at Altona [1761–1771].

1) Dismissed.

3 Condition of elementary education at the time of Basedow. (*Barnard, 575–577; Barnard's Jr., V, 343–345; *Pinloche, 1–36.)

4 Incited to new efforts on reading *Émile*. (Baumeister, I, Pt. 1, 211–224; Gossgen; Hahn; *Pinloche.)

5 His *Address to Philanthropists and Men of Property on Schools and Studies and their Influence on the Public Weal* [1766]. (Plath, 225–229; Richter, pt. xiv.)

a Great enthusiasm over the idea.

b Subscriptions for the school.

6 His *Methodenbuch für Väter und Mütter der Familien und Völker* [1770]. (Göring; *Pinloche; Plath, 229–231.)

a Education of boys.

1) Early education; "following nature."

2) "Natural religion."

3) Method in instruction.

a) Scientific subjects.

b) Languages.

b Education of girls.

1) Underlying principles.

2) Languages.

3) Religion and morals.

4) Music; dancing; drawing.

7 His *Elementarwerk mit Kupfern* [1771]. (Göring; *Pinloche; Plath, 232–235.)

a The "*Orbis Pictus* of the 18th Century."

8 Experiment in the education of his infant daughter, Emilie [1770–1774].

a The result.

9 Prince Leopold of Dessau enabled him to open the *Philanthropinum* at Dessau [1774]. (Baumeister, I, Pt. 1, 224–231; *Pinloche, 83–182.)
  a Great expectations.
  b Nature of the new school. (*Barnard, 519–520; Barnard's Jr., V, 519–520.)
  c The "Examinations" of 1776.
    1) Favorable report. Kant.
    2) *Fred's Journey to Dessau.* (Richter, pt. vi.)
    3) Opposition of gymnasium masters.
  d The *Philanthropinum* closed [1793].
10 Basedow's personality.
  a Goethe's description.
  b Herder's opinion.
11 Source of Basedow's ideas. (Garbovicianu; Gossgen; Hahn; *Pinloche.)

II THE RESULT OF THE EXPERIMENT. (*Barnard, 487–520; Barnard's Jr., V, 487–520; Diestelmann; Lang; Payne, 91–96; *Pinloche; Quick, ch. xv.)
1 A failure and a success.
2 Influence on German thought. (*Pinloche, 491–536.)
  a The *Aufklärung* in Germany. (K. Fischer, ch. x; Regener, 150–165.)
3 Helped to prepare the way for the work of Pestalozzi and the school reform of the 19th century.
4 Basedow's followers and imitators.
  a Christian Gotthilf Salzmann [1744–1811]. (Bosse and Meyer; O. Fischer, 137–151; *Pinloche, 369–420; Plath, 231–271; Wagner; Wimmers.)
    1) His school at Schnepfenthal in Gotha.
    2) His work and writings. (Plath, 245–271.)
  b Joachim Heinrich Campe [1746–1818]. (O. Fischer, 151–153; Gassau; *Pinloche, 433–468; Plath, 235–236.)
    1) His school at Hamburg.
    2) His work and writings.
      a) His *Kinder- und Jugendschriften.*
  c Friedrich Eberhard von Rochow [1734–1805]. (Barnard's Jr., XXVII, 497–508; O. Fischer, 153–161; *Pinloche, 420–432; Plath, 182–195.)
    1) His writings.
    2) His epoch-making schoolbook,—the *Kinderfreund* [1776].
    3) "The Pestalozzi of Northern Germany."

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XXXV THE PSYCHOLOGICAL CONCEPTION OF EDUCATION.

A Johann Heinrich Pestalozzi [1746–1827].

(Baumeister, I, Pt. 1, 273–281; Bradley; Compayré, 413–445; Dittes, 225–235; Edelmann; Fitch; *Hailman, lects. ix, x; Hamilton; Herisson; Leitch, 52–120; Munroe, 179–195; Quick, ch. xvi; Schiller, 177–192; Schwendimann; Vogel, 1–26; Williams, ch. xiii.)

I TO THE AGE OF TWENTY FIVE [1746–1771]. (*Barnard, 41–56; Barnard's Jr., III, 401–416; Blochmann, I, 1–19; Cochin, ch. 1; Fischer, 161–167; Guillaume, 1–20; Herisson, 11–39; Hunziker, 1–12; Kayser, 5–23; †Krüsi, 13–19; Pinloche, 3–14; Plath, 271–273; Sallwürk, 4–15; *Seyffarth, I, 111–190.)

1 Childhood and youth. (DeGuimps, ch. 1.)
  a Early life. Strong feminine influences.
  b Emotional tendency. Oddity.
2 Student life in Zurich. (DeGuimps, ch. ii.)
  a Teachings of Bodmer.
  b Impression produced on Pestalozzi by the *Émile* and the *Social Contract.*
  c *The Helvetian Society.*
5 Marriage to Anna Schulthess [1769]. (DeGuimps, ch. iii.)
  a The home at Neuhof.
  b Birth of his son.

II NEUHOF, THE HOME FOR POOR CHILDREN [1771–1780]. (*Barnard, 56–59; Barnard's Jr., IV, 65–68; Blochmann, I, 19–39; Guillaume, 21–36; Hunziker, 12–25; Kayser, 27–41; †Krüsi, 20–29; Pinloche, 15–24; Plath, 273–276; Sallwürk, 15–24; *Seyffarth, I, 191–201.)

1 Failure of the agricultural experiment. (DeGuimps, ch. iii.)
2 Education of his son according to Rousseau's ideas.
  a The journal. (DeGuimps, ch. iv.)
  b New ideas and experience gained.
3 Opened a school and home for beggars at Neuhof [1774–1775]. (DeGuimps, ch. v.)
  a His *Appeal to the Friends and Benefactors of Humanity* [Bâle, 1776]. (DeGuimps, 29–31.)

b The children. (DeGuimps, 34–36.)
c Reports and appeals.
d Difficulties. Failure. Poverty. Elizabeth Naef.
e The failure a blessing in disguise.

III THE PERIOD OF LITERARY ACTIVITY [1780–1801]. (*Barnard, 59–68; Cochin, ch. ii; DeGuimps, chs. vi, vii, xii; Guillaume, 37–120; Kayser, 41–122; Mann edition, 4 Vols.; Pinloche, 24–29; *Seyffarth, I, 202–300.)

1 Pestalozzi's faith in the possibilities of education unshaken.
a Iselin and Füssli encouraged him to write.
2 *Evening Hour of a Hermit* [1780]. (*Barnard, pt. 1, 59–62, pt. 2, 154–156; Barnard's Jr., VI, 169–179; DeGuimps, 40–42; Fischer, 168–175.)
3 *Leonard and Gertrude* [1781]. (*Barnard, 62–65; selections from, Barnard's Jr., VII, 519–665; DeGuimps, ch. vi; Fischer, 175–186; Plath, 276–286.)
a The story.
b Success of the book.
c Extended acquaintance of the author.
d The continuation,—*Christopher and Eliza.* (*Barnard, pt. 2, 151–154; †Krüsi, 137–150.)
4 The *Fables* [1797]. (DeGuimps, 55–59.)
5 *Researches into the Course of Nature in the Development of the Human Race* [1797]. (DeGuimps, 59–64.)
6 Pamphlets, papers, and essays on social and political subjects. (†Krüsi, 103–118.)
7 *How Gertrude Teaches her Children* [1801]. (Selections from, in Barnard's Jr., VII, 669–702; DeGuimps, ch. xii; Fischer, 186–208; Plath, 295–300; *Seyffarth, I, 371–385.)
a The fifteen letters.
b Morf's analysis of the work. (DeGuimps, 154–155; Quick, 368–369.)

IV THE FATHER OF THE ORPHANS AT STANZ [1798–1799]. (*Barnard, 68–71; Barnard's Jr., IV, 68–71; Blochmann, 39–52; DeGuimps, ch. viii; Guillaume, 121–139; Hunziker, 25–32; Kayser, 122–129; †Krüsi, 30–37; Pinloche, 30–36; Plath, 286–295; Sallwürk, 47–51; *Seyffarth, I, 301–337; Sommer.)

1 The Helvetic Republic proclaimed [1798].
2 Pestalozzi asked for service as a teacher.
3 The massacre in the Canton Unterwald [Sept. 9th, 1798].

4 Citizen Pestalozzi given charge of the orphans [Dec. 5th, 1798].
  a The school at Stanz. (DeGuimps, 79–86.)
  b The pupils.
  c Attitude of the people.
  d The orphanage changed into an army hospital [June 8th, 1799], and Pestalozzi gave up the work.

PESTALOZZI AT STANZ.

(From Krüsi's *Life and Work of Pestalozzi.* The Am. Book Co., N. Y. Reproduced by permission.)

5 Pestalozzi's letter describing the work at Stanz. (DeGuimps, 88–96; Quick, 318–333.)
6 Stanz the beginning of the primary school of the 19th century.
  a Results of the experiment.

V PESTALOZZI THE SCHOOLMASTER AT BURGDORF [1797–1804]. (*Barnard, 71–87; Barnard's Jr., IV, 71–87; Blochmann, 50–65; DeGuimps, chs. ix, xi; Guillaume, 140–177; Kayser, 129–157; †Krüsi, 38–44; ‡Krüsi; Pinloche, 37–63; Plath, 286–295; Sallwürk, 51–63; *Seyffarth, I, 338–370.)

1 A teacher in the schools of the lower town.
  a Nature of the school; subject matter; school books.
  b Soon dismissed. Re-employed in another school.

2 The Examinations of March 1800. (DeGuimps, 101–102.)
3 Appointed Master of a school in Burgdorf [1800].
a Ramsauer's picture of Pestalozzi. (DeGuimps, 104–105.)
4 Hermann Krüsi united with Pestalozzi [1800]. (Barnard's Jr., V, 161–186; DeGuimps, 110–121; †Krüsi, 66–78; ‡Krüsi; Pestalozzi, *How Gertrude Teaches,* letters 2 and 3.)
a How Krüsi became a schoolmaster.
1) His teacher's examination.
b Other assistants. (*Barnard, 145–232; Barnard's Jr., VII, 285–318; †Krüsi, 79–101.)
5 The school in the castle of Burgdorf.
a Became also an Institute [1801].
b Ramsauer's picture of the castle school. (DeGuimps, 127–128.)
c Great success of the school.
1) Visitors from abroad.
d Examination by a Government Commission [June, 1802].
6 Difficulties. Fellenberg. Munchenbuchsee. Pestalozzi went to Yverdon. (Guillaume, 178–216.)

VI PESTALOZZI AT YVERDON [1805–1825], AND HIS LAST YEARS [1825–1827]. (*Barnard, 87–115; Barnard's Jr., IV, 87–115, VII, 703–720; Blochmann, 65–113; Guillaume, 216–436; Kayser, 180–213; †Krüsi, 45–60; Pinloche, 64–113; *Seyffarth, I, 386–452.)
1 Picture of the Institute at Yverdon during its early years. (Barnard's Jr., XXXI, 49–68; DeGuimps, ch. xiii; Guillaume, 217–284; ‡Krüsi.)
2 Students and observers from all over Europe, but particularly from Germany. (Klemm.)
3 Pestalozzi's New Year's Day Discourse of 1808. (*Barnard, pt. 2, 175–178; Barnard's Jr., VII, 712–714; DeGuimps, 176–179.)
4 External prosperity; internal decline. (DeGuimps, ch. xiv; Guillaume, 285–345.)
a Controversies; disputes; discontent.
b Picture of the life at Yverdon during the later period. (Barnard's Jr., XXXI, 35–48, 269–280; DeGuimps, ch. xiv; Guillaume, 345–415.)
c Domination of Schmid.
5 Death of Madame Pestalozzi [1815].
6 End of the Institute. (DeGuimps, ch. xv.)
7 Retirement to Neuhof [1825]. (*Barnard, 115–126; Blochmann, 113–126; DeGuimps, ch. xvi; Guillaume, 416–436; Hunziker, 52–54; Kayser, 213–218; †Krüsi, 61–65; Pinloche, 114–117.)

a *The Song of the Dying Swan* [1826]. (DeGuimps, ch. xvii; Sallwürk, 91–100.)
b Death of Pestalozzi [1827].

VII PESTALOZZI'S THEORY AS TO EDUCATION. (Payne, 97–114; Pinloche, 125–148; Quick, 354–383; †Seyffarth; Vogel, 27–94.)

1 The necessity of education and the power of education to regenerate a people. (*Leonard and Gertrude.*)
a Responsibility of those in authority in the State.
2 The family the center of education.
a Place of the mother in the education of the child.
b The school an outgrowth and a supplement.
c Conditions which the school must fulfill.
3 Verbal education *vs* practical education.
a Kind of education needed by the poorer classes.
b Learning to do something. (Barnard's Jr., X, 81–92; same art. in XXI, 765–776.)
4 Elementary education a necessity.

VIII THE NATURE OF ELEMENTARY EDUCATION. (*Hailman, lect. x; Payne, 97–114; Pinloche, 149–208; Quick, 354–383; †Seyffarth; Vogel, 27–94, 234–276.)

1 What and how the lower classes were taught.
a Superficial and harmful character of such instruction as was given.
b The monastic method.
2 School education not a thing apart from life.
3 The early training of the mother.
4 Conformity to the laws of nature. (Herisson, 64–78; †Krüsi, 159–168; Pinloche.)
5 Divisions of elementary education. (Pinloche, 166–178.)
a Intellectual education, or making a habit of the use of reason. (See IX below.)
b Physical education.
c Moral and religious education. (Pestalozzi, *How Gertrude Teaches,* letters 14, 15; Pinloche, 256–275; Vogel, 214–220.)
6 The elementary method. (Pinloche, 179–196.)
7 Sense-perception the supreme principle of instruction. (Harris; Pinloche, 196–209; Rein.)
8 Pestalozzi's conception of the psychologic basis of all elementary education. (Barnard's Jr., V, 351–353; Pestalozzi, *How Gertrude Teaches,* vi, §1–5; Pinloche, 206–208.)

a Basis of education exists in the nature of man. Educational method to be sought, not constructed.
b Negative and positive education.
1) Psychological direction of the action of nature.
2) Psychological utilization of impressions produced.
c Activity of the child's powers.

IX THE METHOD OF SENSE-PERCEPTION. (Barnard's Jr., V, 351–353, 355–358, XXXI, 49–68; Blochmann, 126–169; Cochin, ch. iii; DeGuimps, ch. xxi; Fischer, 195–207; *Hailman, lect. x; Hunziker, 36–42; Kayser, 157–178; *Krüsi; †Krüsi, 151–168; Payne, 97–114; Pestalozzi, *How Gertrude Teaches,* letters 4–6; Pinloche, 210–255; Quick, 354–383; Rein; †Seyffarth.)

1 First instruction of the child.
a Principles of first education.
2 The method in application.
a Language the basis of instruction.
b Simplification of instruction.
c Common-sense and practice required, not erudition.
3 Number, form, and language the elementary means.
4 Application of the method.—Sound. (†Krüsi, 169–192; Pestalozzi, *How Gertrude Teaches,* letter 7; Vogel, 157–194.)
a Study of sounds, words, and language.
1) Importance of in gaining clearness of perception.
2) Language the connecting link between sense-perception and thought.
5 Application of the method.—Form and Number. (†Krüsi, 169–192; Pestalozzi, *How Gertrude Teaches,* letters 8 and 9; Vogel, 195–205.)
a Observation; drawing; measuring; fractions.
b Method in Arithmetic. (Pestalozzi, *How Gertrude Teaches,* letter 9; Vogel, 206–210.)
1) Pestalozzian arithmetic in American schools.
c Pestalozzi's *A B C of Sense-perception* and his *Book for Mothers.* (DeGuimps, 156–160; Fischer, 208–210.)
6 Application to other school subjects. (*Krüsi, in Barnard's Jr., V, 187–197.)

X INFLUENCE OF THE WORK OF PESTALOZZI.

1 On the schools of Germany. (*Barnard, 11–29; †Barnard, 575–586; Barnard's Jr., IV, 343–358; Davidson, 229–235; Fischer, 220–223; †Hailman; Hall; Harris; †Krüsi, 202–212; Rein.)

a The extreme view. (Diesterweg.)
b The more moderate view. (Raumer.)
2 On the schools of other countries.
a Switzerland. (†Krüsi, 195–201.)
b France, Spain, and Russia. (†Krüsi, 213–218.)
c England. (*Barnard, 32–36; †Krüsi, 219–227.)
d United States. (Barnard's Jr., XXX, 561–572; †Krüsi, 228–248; Monroe.)
1) Joseph Neef. New Harmony.
2) Oswego Normal School.
3) Object teaching.
3 Significance of his work for the Volksschule, and for primary education in Europe and America. (Hoffmeister, 1–40; Kayser, 287–329; Plath, 306–309.)
4 His work in part an embodiment of the ideas of Rousseau. (Herisson.)
a Unsoundness and incompleteness of many of his ideas.
b His great service to education notwithstanding this.
5 His disciples. (Regener, 192–197.)
a Bernhard Overberg [1754–1826]. (Barnard's Jr., XIII, 365–371; Fischer, 352–353.)
b Gustav Friedrich Dinter [1760–1831]. (Barnard's Jr., VII, 153–159; Fischer, 314–320.)
c Christian Wilhelm Harnisch [1787–1864]. (Fischer, 321–337; Syllabus, sect. XXXVII.)
d Adolf Diesterweg, "der deutsche Pestalozzi" [1790–1866]. (Fischer, 337–352; Syllabus, sect. XXXVII.)

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(a) Birthday Centennial, 503–512.
(b) Bibliography of works on and by Pestalozzi (Raumer), 513–518.
(c) Selections from *Leonard and Gertrude*, 519–665
(d) Selections from *How Gertrude Teaches her Children*, 669–702.
(e) Discourse on Christmas Eve [1810], 703–711.
(f) New Year's Day Address [1808], 712–714.
(g) Seventy-second Birthday, 715–720.
(h) Bequest to Pupils, 720–728.

(The same articles are in *Barnard.)

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B Johann Friedrich Herbart [1776–1841].

(Baumeister, I, Pt. 1, 297–304; Lang; Plath, 361–366; Regener, 197–209; Schiller, 342–378; Tompkins.)

I HERBART'S LIFE. (Bartholomäi, I, 3–109; *DeGarmo, pt. 1, ch. ii; †Felkin, 1–24; *Van Liew.)

1 Early life and studies [1776–1797].
  a Early philosophic studies.
  b Career at Jena [1794–1797].
    1) The University of Jena at the time.
2 Acted as a tutor [1797–1800].
  a Influence of this experience.
  b The bi-monthly reports. (†Felkin, pt. 2.)
  c Student and tutor at Bremen [1799].
  d Visited Pestalozzi at Burgdorf [1799].
3 Herbart as a university professor.
  a Became a *privat-docent* in pedagogy at Göttingen [1802].
    1) His lectures on Ethics.
  b Professor of philosophy at Königsburg [1809–1832].
    1) The Pedagogical Seminary, conducted after 1810.
      a) Methods. Practice school. Followers.
  c The second Göttingen period [1833–1841].
4 Herbart's writings on education and philosophy [1800–1831].
  a His attempt to establish education as a science.

II THE EDUCATIONAL PROBLEM AS HERBART FOUND IT. (*DeGarmo, pt. 1, ch. 1.)

1 The empirical work of Pestalozzi.
  a His principle of sense-perception.
  b His principle of the harmonious development of all the faculties.
2 The work of Herbart and his followers.
  a The development of a psychology capable of direct application to the problems of education.
  b The demonstration of the possibility of making all school instruction contribute to the development of moral character.
  c Herbart's work an organization rather than a new contribution. (*Felkin, 24–56.)
3 Herbart and Pestalozzi. (*Harris; Natorp; Rein.)

III HERBART'S PSYCHOLOGY. (Adams, ch. iii; *DeGarmo; §DeGarmo; Ency. Brit; *Felkin, ch. 1; †Felkin, 24–44; *Herbart; †Herbart; Lange and DeGarmo; 15–29; Tompkins; *Ufer.)

1 His conception of the mind as a unity, and his attempt to reduce mental action to a definite basis.

2 The doctrine of apperception added to Pestalozzi's principle of sense-perception. (*Harris; K. Lange.)

a The term made scientific.

b The apperceptive process.

c Kinds of apperception.

3 Pedagogical consequences of the doctrine of apperception.

a The importance of proper education greatly increased.

b Fundamental problems of education which at once arise.

1) What means best to use to awaken interest, and thus secure strong apperception.

2) What materials should be used.

3) How best organize these materials.

4) How best present them to the child.

c Education thus reduced to a system.

d The question of educational values.

IV HERBART'S ETHICS AND THE APPICATION TO EDUCATION.

1 Herbart's ethics. (*DeGarmo, pt. 1, ch. iv; §DeGarmo; *Felkin, ch. ii; Lange and DeGarmo, 7–15.)

a The idea of inner freedom.

1) Dependence on knowledge.

b The idea of efficiency of the will.

c The idea of good will.

d The idea of justice, or the prevention of strife.

e The idea of equity, or requital.

2 Application to education,—character-building. (Lang, pt. 1; Lange and DeGarmo, pt. 3, sect. ii; *Ufer.)

a True object of education.

b Objective and subjective aspects.

c Importance of action.

d Influence on one's circle of thought.

e Innate disposition. Change. Tenacity.

3 Government and training of children. (*DeGarmo, pt. 1, ch. vii; *Felkin, ch. iv; Lang, pt. 2; Lange and DeGarmo, pt. 2, sect. iii; *Ufer.)

a Distinction between.

1) Aim of both.

b Government to be supplanted by education.
1) Necessity of liberty.
c Discipline to be continuous treatment.
1) Use of punishment.
2) Use of approbation and disapprobation.
d Necessity of the teacher entering into the feelings of the child.

V HERBART'S DOCTRINE OF INTEREST. (Adams, ch. x; *DeGarmo, pt. 1, ch. v; †Harris; Lange and DeGarmo, pt. 2, sect. ii; *Ufer.)
1 The necessity of interest in character-building.
2 Value of an early many-sided interest.
3 How the cultivation of interest may be reduced to a system.
4 Kinds of interest.
a For knowledge.
1) Empirical. Speculative. Æsthetic.
b Arising out of association with others.
1) Sympathetic. Social. Religious.

VI HERBART'S PROCESS OF INSTRUCTION. (*DeGarmo, pt. 1, ch. vi; §DeGarmo; *Felkin, ch. iii; Lang, pt. 2; *Ufer.)
1 The process.
a Presentation, or first method.
b Analysis, valuable for growing minds.
c Synthesis, or highest step in instruction.
2 The method.
a Voluntary attention.
b Involuntary attention.
1) Method employed.
c Mental absorption and reflection.
d The formal steps of instruction.
1) Clearness. Association. System. Method.
3 Subject matter of instruction and methods of teaching. (Lange and DeGarmo, pt. 3, sect. i.)

VII HERBART'S SUCCESSORS IN GERMANY. (*DeGarmo, pt. 2; ‡DeGarmo; †Ufer.)
1 The Stoy, or conservative school.
a Dr. Karl Volkmar Stoy [1815–1885]. (*DeGarmo, pt. 2, ch. viii.)
1) Application of Herbart's ideas to elementary education.
b Dr. Otto Frick [1832–1892]. (Baumeister, I, Pt. 1, 346–350; *DeGarmo, pt. 2, ch. ix.)
1) Application of Herbart's ideas to secondary education.

2 The Ziller school. The extension of Herbart's ideas.
  a Prof. Tuiskon Ziller [1817–1883]. (*DeGarmo, pt. 2, chs. ii–v; Regener, 209–215.)
    1) His interpretation of Herbart's ideas.
    2) His theory of culture epochs.
    3) His theory of concentration of studies.
    4) His work in formulating method.
      a) The five steps of a recitation,—an elaboration of Herbart's four formal steps of instruction.
  b Dr. William Rein [b. 1847–]. (*DeGarmo, pt. 2, ch. vi.)
    1) The application of Ziller's ideas in the practice school.
    2) His work at Jena.
  c Dr. Karl Lange [b 1849–] and the principle of apperception. (*DeGarmo, pt. 2, ch. vii.)
    1) Psychology the basis of method.

VIII HERBART'S IDEAS IN AMERICA. (*DeGarmo, pt. 3; Syllabus, p. 293.)
  1 Personnel of the American movement.
  2 The expositions by Charles DeGarmo, and Charles and Frank McMurry.
    a Fundamentals of method. Conduct of the recitation.
    b Aim of education.
    c Relative value of studies.
    d Apperception.
    e Interest.
    f Concentration and correlation.
  3 The Herbart Club [Organized in 1892] and its work.
    a The *Year Books.*
  4 The Society for the Scientific Study of Education [Organized in 1901].

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C Friedrich Wilhelm Froebel [1782–1852].

(Buchner; Dittes, 234–239; Ency. Brit., art. Froebel; †Hailmann; †Hughes; Johonnot, ch. viii; Plath, 352–360.)

I EARLY LIFE AND EDUCATION [1782–1816]. (*Autobiography*, 3–103; *Barnard, 21–49; Bowen, ch. i; Franks, chs. i–iv; Hanschmann; †Lange Ed., I; Shirreff; *Snider, bk. i.)

1 Early boyhood.
  a Introspection. Interest aroused in many problems. The temple of Nature.
2 Early estranged from his parents.
3 Apprenticed. His desires not consulted.
4 Experiences at Jena [1801].
5 Inherited some money and began the study of architecture [1805].
  a Gruner's advice.
6 Became a teacher [1805].
  a Influence of Pestalozzi. (†Hailmann.)
  b Visited Pestalozzi at Yverdon [1805].
  c The results of the visit. His teaching.
7 Became a tutor to three boys [1807].
  a Study of nature.
8 Second visit to Pestalozzi [1808–1810]. (†Hailmann.)
  a Saw the great value of music and play.
  b Debt to Pestalozzi.
9 Studied at Göttingen and Berlin [1811–1812].
10 Life as a soldier [1813–1814].
  a Beginning of his friendship with Middendorff and Langenthal. (*Barnard, 131–144.)
11 Became an assistant in a mineralogical museum, in Berlin, [1814].
  a Symbolism of the minerals.
  b Left Berlin [1816] to become a tutor again.

II FROEBEL AS A TEACHER AND REFORMER [1816–1852]. (**Autobioghaphy*, Letter to Krause and Letter to Barop, 103–138; Bowen, ch. ii; Hanschmann; Heinemann; †Lange Ed., I; *Snider, bk. 2.)

1 The "Universal German Educational Institute" opened at Griesheim [1816]. (Franks, ch. v.) Moved to Keilhau [1817]. (Ebers.)
  a Hard struggle of the community [1817–1822].
  b Growth of the school.
  c The Government inspection of 1824–1825 and the Report. (*Barnard, 105–110; Bowen, 29–31; Franks, ch. vi; †Lange Ed., I.)

1) Opposition arising from the anti-student-association feeling.
d Decline of the Institute.
2 *The Education of Man* published [1826].
3 Froebel went to Switzerland [1829]. (Barop, in *Barnard, 97–104; Franks, ch. vii; Heinemann, ch. i; †Lange Ed., I, for announcements of the schools.)
a School opened at Wartensee.
b Opposition. Moved to Willisau [1833].
c Opened an orphanage at Burgdorf [1835].
1) Saw the need of reforming the nursery.
d Returned to Germany [1836].
1) Importance of the Switzerland work.
4 Opened a school for little children [*Anstalt für Kleinkinderpflege*] at Blankenburg, near Keilhau [1837]. (Franks, ch. viii; Heinemann, ch. i; Michælis and Moore; *Snider, bk. 3.)
a Efforts to bring the new idea before the public at Dresden [1838–1839]. (Franks, ch. ix; Shirreff.)
b The new school named *Kindergarten* [1839].
c *Mutter- und Kose-Lieder* published [1843].
d School given up [1844].
5 Resolved to address himself henceforth to women. (Franks, ch. x.)
a Froebel's *Letters on the Kindergarten* [1838–1852]. (Heinemann; Shirreff.)
6 Met and secured as disciples Baroness Marenholtz-Bülow and Diesterweg. (*Barnard, 145–158; Franks, ch. xii; Heinemann, ch. v.)
a Recollections of Froebel at this period. (*Barnard, 117–124; *Lange, in *Barnard, 69–80; and in Barnard's Jr., XXX, 833–845; *Marenholtz-Bülow.)
b Training college opened at Liebenstein [1850].
7 The Prussian decree of August 7, 1850.
8 Froebel retired to Marienthal. Last days. Death [1852]. (Franks, ch. xi; *Marenholtz-Bülow.)

III THE EDUCATION OF MAN [*Die Erziehung der Menschheit*, 1826]. (*Barnard, pt. ii; Bowen, chs. iii, v, vi; Buchner; Franks, Ap. 1; *Hailmann Edition, pt. 1; *Seidel.)

1 The universal law underlying development. (Herford, 1–23; *Hughes, ch. iii.)
a The object of education.
b Development demands freedom and proper conditions.
c Self-activity essential to the unfolding of the inborn capacities. (*Hughes, ch. iv.)

d Sacredness of the individual.
e Continuity in the development of a child's life from the period of earliest infancy.

2 Education should lead a man to:—(*Hailmann Ed., pt. i; Herford, 1–23; †Marenholtz-Bülow, chs. i–iv.)
a Clearness concerning himself and his relations to humanity. (†Marenholtz-Bülow, ch. xi.)
1) Social activity.
a) Play a means to an end.
b) Gifts; songs; games.
b Peace with Nature; harmony with Nature' laws. (†Marenholtz-Bülow, ch. x.)
1) Use of the hand, eye, and ear. (‡Marenholtz-Bülow.)
2) Inquiry; comparison; spontaneous activity.
c Unity with God. (†Marenholtz-Bülow, ch. xii.)
1) Moral practices.
2) Community life the basis of religious feeling.

3 The period of early childhood. (*Hailmann Ed., pt. ii; Herford, 24–27; †Marenholtz-Bülow, chs. iii, v.)
a The child finding himself.
b Development of the muscles. Physical education.
1) Play as an educational factor. (*Hughes, ch. v; †Marenholtz-Bülow, ch. ix; Wiggin and Smith, 145–176.)
c Development of the senses.
d Means of arousing the child's self-activity.
e Wealth of the child's world.
f Beginning of formal instruction through drawing.

4 Boyhood. (*Hailmann Ed., pts. iii, iv; Herford, 48–67; †Marenholtz-Bülow, ch. v.)
a Transition from play to work. Formative instincts. Exploring surroundings. Aiding parents. Sense of proprietorship.
b Perversion of natural development. Sins against childhood.
c Need, aim, and spirit of schools.

5 Chief groups or subjects of instruction. (*Hailmann Ed., pt. v; Herford, 68–92; *Hughes, chs. vii, viii; Wiggin and Smith, III.)
a Natural science and mathematics.
1) Study of nature. Excursions. (†Marenholtz-Bülow, ch. x; Wiggin and Smith, 23–42.)
b Form, Symbolism.
c Language. Connection with nature and religion.
d Art and art objects. Representation of the inner life. (Wiggin and Smith, III, 128–144.)

6 Unity between family and school. (*Hailmann Ed., pt. vi, A; Herford, 93–96.)
  a The school to supplement, not replace the family.
7 Cultivation of the religious sense. (Bowen, ch. vi; *Hailmann Ed., pt. vi, B; Herford, 71–78; Wiggin and Smith, III, 108–127.)
  a Awakening of the ideal side of the child's nature.
  b Good and bad religious training.
  c Necessity of moral practices [self-activity] in religious instruction.
  d Object of all religious instruction.
    1) Pantheistic idealism.

IV THE MOTHER AND NURSERY SONGS [*Mutter- und- Kose-Lieder*, 1843]. (*Barnard, 575–594; Bowen, ch. iv; Eliot and Blow; †Marenholtz-Bülow, ch. viii; Wiggin and Smith, 92–107.)

1 Object Froebel had in mind.
2 Nature of the collection. (*Blow; Lord; †Seidel.)
3 Meaning and educational value of the infant games and mother songs. (†Blow; †Snider.)

V NATURE OF THE KINDERGARTEN. (*Barnard, 595–616; Buchner; Butler; Harris; Heinemann, chs. ii, iii; †Marenholtz-Bülow, chs. vi, vii; Michælis and Moore; Smith; *Snider, bk. 3; Wiggin and Smith, III.)

1 Perception, observation, comparison, and judgment as employed in the kindergarten.
2 Doing, expression, and self-activity in the kindergarten. (†Blow.)
  a Movement and gesture.
  b Song; rhythmic motion.
  c Graphic representation; drawing in color.
  d Language; the story.
3 Technique of the kindergarten.
  a The Gifts. (Bowen, 136–145; ‡Froebel; Kraus-Boelte, I; Wiggin and Smith, I.)
    1) Nature and use.
  b The Occupations. (Bowen, 146–149; §Froebel; Kraus-Boelte, II; Wiggin and Smith, II.)
    1) Nature and use.
4 Prominence given to the study of nature. (Wiggin and Smith, III. 23–42.)
  a School gardens. (§Froebel, ch. vii.)

5 Emphasis placed on motor activity and manual instruction. (‡Marenholtz-Bülow; Shaw; Wiggin and Smith, III.)
6 Place of the kindergarten in the school-system. (Wiggin, 187–220.)
a The kindergarten proper.
b Transition classes. (Bowen, ch. viii; §Froebel, ch. x.)

VI EXTENSION OF THE KINDERGARTEN IDEA. (*Barnard, 5–16; Syllabus, pp. 292–293.)
1 In Germany.
a Official opposition.
b What Payne found in 1874. (Payne, 203–271.)
c Present status.
2 In Austria and Italy.
3 In France.
4 In England. (Barnard's Jr., II, 449–451.)
5 In the United States. (*Barnard, 10–16, 529, 651, 672; Boone, 332–337.)
a The American Froebel Union.
b Services of Miss Peabody, Miss Blow, Miss Marwedel, and others.
c The kindergarten in the city school systems,—St. Louis. (*Barnard, 651–653; Harris.)
d The charity kindergartens,—Boston, San Francisco. (*Barnard, 665–672.)

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XXXVI THE QUESTION OF EDUCATIONAL VALUES.

HERBERT SPENCER'S ESSAYS ON EDUCATION [1861].

(*Compayré, 535–556; †Compayré; Jordan; Leitch, 239–298; Quick, ch. xix.)

I WHAT KNOWLEDGE IS OF MOST WORTH.

1 Knowledge for discipline and for use.
2 The relative value of knowledge.
  a Knowledge for self-preservation.
  b Knowledge for gaining a livelihood.
  c Knowledge as to rearing offspring.
  d Knowledge for citizenship.
  e Ornamental education.
3 Supreme value of science.

II INTELLECTUAL EDUCATION.

1 Criticism of the methods of his time.
2 Statement of principles upon which instruction should be based.
  a From the simple to the complex.
  b From the concrete to the abstract.
  c Should accord with the development of the race.
  d From empirical to rational.
  e Self-development fundamental.
  f Happiness the ultimate test.
3 His theses those for which the reformers for two hundred and fifty years had stood.
4 Subjects of study proposed.

III MORAL EDUCATION. (Laurie.)

1 Criticism of the brutality of parents and schoolmasters.
2 The system of natural punishments.
  a Danger of artificial punishments.
3 Great demands made on parents.

IV PHYSICAL EDUCATION.

1 The robust animal.
2 Neglect of the body in education.

'3 Diet; clothing; exercise; play.
4 Over-application.

V IMPORTANCE OF THE ESSAYS. (Jordan.)

1 As a statement, in forceful English, of the best ideas of the reformers.
2 In starting anew a discussion as to the relative worth of studies, which, though still in great part unsettled, has effected a great change in assigned values.
a This question a disagreeable one to English schoolmasters.
b The same question in other countries.
1) In Germany.
2) France.
3) America.
a) In elementary education.
b) In secondary education.
3 Merits and defects of the Essays.

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XXXVII THE NINETEENTH CENTURY IN GERMANY.

(Davidson, 220–253; Dittes, 250–267; Freytag, see table of contents.)

I AFTER FREDERICK THE GREAT. (Mrs. Barnes; Russell, 76–81; J. R. Seeley. II.)

1 Inability of his successors to carry out the reforms he had begun.
2 The battles of Jena and Auerstädt [Oct. 14, 1806], and the Treaty of Tilsit [July 7, 1807].
3 The struggle for national freedom. (Adamson, 80–84, 100–104; Francke, ch. ix, pts. 3 and 4; Smith, I, 135–142.)
  a Work of the leaders:—
    1) The Emancipating Edict of Stein [1807].
    2) Reform of the army by Scharnhorst [1807–1814].
    3) Arndt's songs. (Francke, 490–495.)
    4) Fichte's Addresses to the German nation. (Adamson, 84–92; DeGuimps, 164–166; Duproix, pt. 2; Färber, 191–304; Francke, 434–444; Hall; Smith, I, 128–135; Vogt.)
4 The problem before the leaders.
  a A national school system the best means to the end.
  b To secure such, required:—
    1) Centralization; unification; subordination.
    2) Definite aims and methods of work.

II THE STEPS IN THE PROCESS. (Mrs. Barnas; Dittes, 250–267; *Paulsen, II, 276–313; Russell, ch. iv.)

1 William von Humboldt made head of the department of public instruction [1809].
  a His learning.
  b His conception of the possibilities of education.
2 Reforms of Humboldt [1809–1811] and of his successor von Schuckmann [1811–1818]. (*Barnard, 65–74; Barnard's Jr., XX, 360–370; Baumeister, I, Pt. 1, 269–273; J. R. Seeley, II, 424–435.)
  a In elementary education. (*Fischer, II, ch. iii; Regener, 216–222.)
    1) Introduction of Pestalozzian methods [Zellar]. (DeGuimps, 164–166; Hall; Pinloche, 289–300; Syllabus, sect. XXXV, A.)

b Partial unification of the *Gymnasien* [1812].
1) The *Lehrplan* of 1816.
c Examinations for teachers begun [1810]. (Perry, 58–72.)
d The University of Berlin founded [1809]. (Adamson, 93–100; *Paulsen, II, bk. 5, ch. iv; †Paulsen, 65–69; Wagner.)
1) Nature of the new institution. (J. R. Seeley, II, 428–435.)
2) The first faculty.
e Ministry for Educational Affairs created [1818].

III SUBSEQUENT DEVELOPMENTS. (Arnold, ch. i; Barnard's Jr., XVII, 435–554, XX, 360–434; Baumeister, I, Pt. 1, 305–357; Nohle, 61–82; Regener, 216–222; *Rein, VII, 1013–1040; L. Seeley, ch. vi.)

1 The period from 1818 to 1840 one of increasing State centralization [Ministry of von Altenstein]. (Clausnitzer, 48–100; Donalson, lect. i; *Fischer, II, ch. iv; *Paulsen, II, bk. 5, ch. v; Regener, 216–222; Rep. U. S. Com. Educ., 1893–1894, I, 245–297.)
a Great development of elementary schools.

1825 Cabinet order referring to compulsory attendance.
1833 Royal order concerning abolishment of tuition fees. Only partially carried out until 1888.
1834 Cabinet order concerning supervision of schools.

b Real beginning of city normal schools [Berlin, 1831]. (Russell, 101.)
c The new *Lehrplan für Gymnasien* of 1837.
2 Further development of the *Volksschule,* and of State control of education. (Clausnitzer; Donalson, lect. i; *Fischer, II, chs. v–x; Frank; Nohle, 76–82; Regener, 216–222; Rep. U. S. Com. Educ., 1893–1894, I, 245–297.)
a Altenstein succeeded by Eichhorn, a narrow bigot [1840].
1) The conflict between Church and State.
2) Attempt to crush out Pestalozzian ideas.
b The revolutions of 1848.
1) The National Assembly [1848] and the new constitution [1848, 1850] asserted the supremacy of the State in education.
c The clerical reaction.
1) The dark period from 1850 to 1872.
2) The three *Regulativen* of 1854 [Muehler].
a) The "cram" method.

d Growing demand for a uniform educational system.

1) Bismark recognized the new demands and appointed Falk as Minister [January, 1872].

a) The supremacy of the State in education asserted.

b) The new Regulations of October 15, 1872. (Nohle, 79–82; Sonnenschein; the part for elementary schools, in full, Twentyman; the part for training schools, in full, Perry, 94–96, 194–213.)

2) Minor changes since 1872.

1875 Vaccination law.

1882 and 1885 Laws regulating pensions for teachers and their widows and orphans.

1888 Final abolition of tuition fees undertaken.

3) Agitation for a modification of the plan of instruction.

4) The Elementary Education Bill of 1893. (Butler, digest of bill.)

THE PROGRESS OF ELEMENTARY EDUCATION IN PRUSSIA.

Reduction in the Percentage of Illiteracy among Prussian Army Recruits. (From *Rep. U. S. Com. Educ.*, 1899–1900, I, 782.)

Years.	Number of Recruits Drawn.	Illiterates.	Ratio of Illiteracy.
			Per cent.
1864-65	63,032	3,480	5.52
1866-67	99,716	3,800	3.81
1867-68	88,607	3,295	3.72
1868-69	80,601	3,182	3.94
1869-70	80,028	2,703	3.37
1870-71	90,899	2,083	2.29
1871-72	88,382	3,019	3.42
1872-73	85,294	3,907	4.58
1873-74	83,331	3,324	3.98
1874-75	85,779	3,172	3.70
1875-76	85,507	2,749	3.21
1876-77	84,695	2,506	2.96
1877-78	86,177	2,140	2.48
1878-79	86,189	2,265	2.62
1879-80	84,915	1,951	2.30
1880-81	91,638	2,172	2.37
1881-82	91,233	2,169	2.38
1882-83	90,675	1,848	2.04
1883-84	89,919	1,827	2.03
1884-85	91,734	1,749	1.91
1885-86	91,928	1,579	1.72
1886-87	101,456	1,160	1.14
1887-88	108,462	1,156	1.07
1888-89	103,582	992	.96
1889-90	102,990	825	.80
1890-91	117,194	985	.84
1891-92	111,516	784	.70
1892-93	113,118	680	.60
1893-94	152,457	569	.47
1894-95	155,358	511	.33
1895-96	151,468	346	.22
1896-97	151,657	250	.16
1897-98	151,832	170	.11

Percentage of the Total Population enrolled in the Public Elementary Schools.[1] (From a table in *Rep. U. S. Com. Educ.*, 1898-1899, I, p. 152.)

	Per cent.
1822	12.2
1825	12.9
1828	14.8
1831	14.7
1834	15.6
1837	15.4
1840	14.9
1843	15.0
1846	15.1
1849	15.2
1852	15.2
1855	15.2
1858	15.3
1861	15.0
1864	14.7
1867	15.4
1871	15.8
1878	15.8
1882	15.7
1886	16.9
1891	16.4
1895	17.0

[1] To the recent figures about 2 per cent. should be added for pupils in private schools or receiving private instruction, and 1 per cent. for pupils in secondary schools.

e Great influence on German elementary education of the ideas of Pestalozzi, Herbart, and their disciples, especially:—(Davidson, 220–253; Diesterweg.)

1) Christian Wilhelm Harnisch [1787–1864]. (Bartels.)

2) Adolph Diesterweg [1790–1866]. (Cassell; †Fischer; Krause; Richter; Rudolph; †Sallwürk, I, 3–124; Wacker, i–lii; Wilke.)

3) Stoy, Ziller, and Rein. (Syllabus, pp. 221–222.)

3 The struggle of the *Realschulen* for recognition. (Baumeister, I, Pt. 1, 317–326, 338–341; Eucken; Nohle, 69–76; *Paulsen, II, bk. 6, ch. v; Russell, ch. xx; Thiergen.)

THE DECREASE IN ILLITERACY IN PRUSSIA, BY PROVINCES.
(From *Rep. U. S. Com. Educ.*, 1899–1900, I, p. 781.)

Provinces.	1841.	1864–65.	1881.	1894–95.
	Per cent.	*Per cent.*	*Per cent.*	*Per cent.*
East Prussia	15.33	16.54	7.05	0.99
West Prussia			8.79	1.23
Brandenburg	2.47	.96	.32	.06
Pomerania	1.23	1.47	.43	.12
Posen	11.00	16.90	9.97	.98
Silesia	9.22	3.78	2.33	.43
Saxony	1.19	.49	.28	.09
Westphalia	2.14	1.03	.60	.02
Rhenish Prussia	7.06	1.13	.23	.05
Hohenzollern	.....	.00	.00	.00
The State	9.30	5.52	2.38	.33

a The classification of 1859.

b The revision and regulations of 1872.

c The *Realgymnasien* and the *Oberrealschulen* of 1882.

4 The Berlin School Conference of December, 1890. (Baumeister, I, Pt. 1, 350–357; Hornemann; †Rein; Wood.)

a The preceding agitation. (Bolton, ch. iii; Rep. U. S. Com. Educ., 1889–1890, I, 335–343.)

b The address of the Emperor. (Rep. U. S. Com. Educ., 1889–1890, I, 359–363.)

c The debate in the Conference. (Rep. U. S. Com. Educ., 1889–1890, I, 363–398.)

d The revised Gymnasial Programs of 1892. (Bolton, ch. iv; Russell, ch. vi.)

5 The Berlin School Conference of 1900 and its results. (Educ. Rev., XXIII, 103–105.)

a The present status of the question. (Kaemmel; Thiergen.)

6 University history. (Syllabus, sect. XX.)

a Effect of the founding of the University of Berlin [1809]. (Adamson, 93–100; Wagner.)

b Work of the German Universities during the 19th century. (†Barnard; Conrad; Dreyfus-Brisac; Nohle, 62–63; †Paulsen, 65–88; Perry; Rep. U. S. Com. Educ., 1891–1892, I, 247–368; 1898–1899, I, 228–236.)

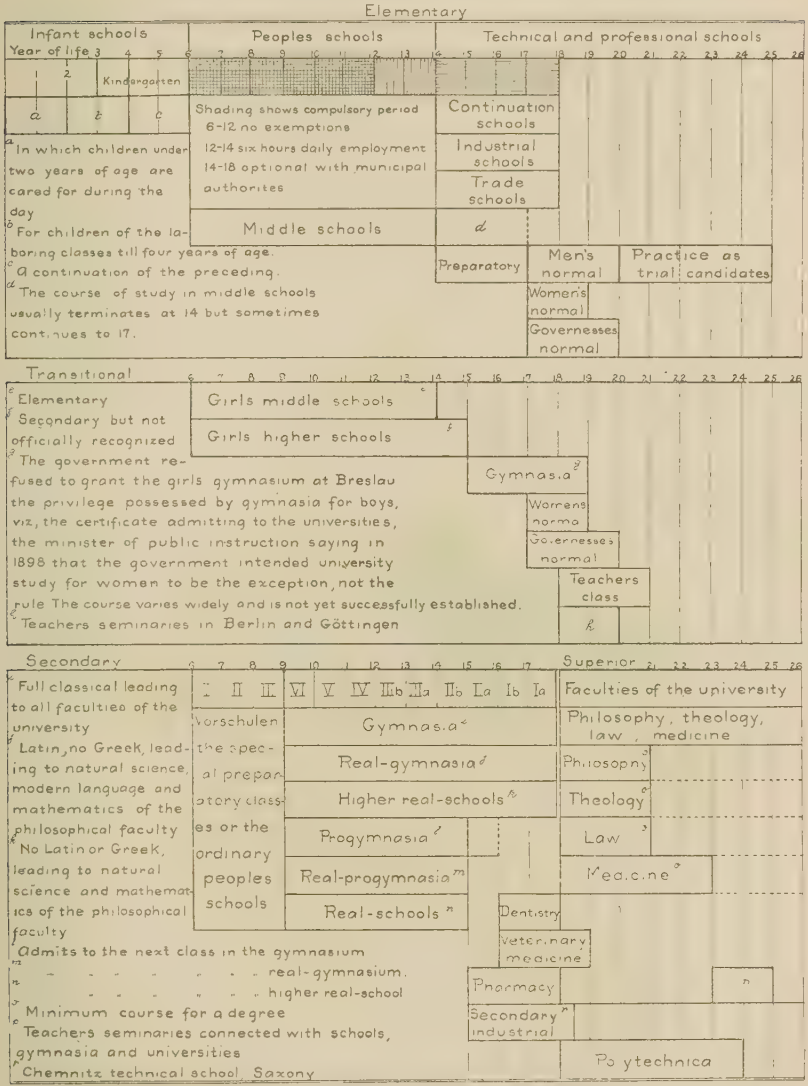
IV PRESENT STATUS OF THE GERMAN [PRUSSIAN] SCHOOL SYSTEM. (Dawson, ch. vi; Kirchner; Klemm; Parsons; *Prince; Reps. U. S. Com. Educ., see list of articles; Russell, ch. vi; *Sallwürk; Stötzner; Ware, ch. iv.)

1 Kindergartens. (L. Seeley, ch. xxxiv.)
2 The common school. [*Volksschule, Mittelschule, Vorschule.*] (Kanitzsch; Parsons; Perry, 1–35; L. Seeley, ch. xiii; Stötzner.)
3 Continuation schools. (*Dale; Rep. U. S. Com. Educ., 1899–1900, I, p. 770 for statistics.)
a General continuation schools.
b Industrial continuation schools. (L. Seeley, ch. xxxiii.)
c Trade schools.
d Commercial schools. (Heinig.)
e Agricultural schools.
4 The higher classical school [*Gymnasium*]. (Beier; Bolton, ch. iv; Bruncken; Goodwin; Rep. U. S. Com. Educ., 1899–1900, I, p. 771 for statistics as to all higher schools; Russell, 120–126; Stötzner.)
a The *Progymnasium.*
5 The Latin-Scientific higher school [*Realgymnasium*]. (Beier; Bolton; Russell, 126–127.)
a The *Realprogymnasium.*
6 The non-classical higher school [*Realschule, Burgherschule*]. (Beier; Bolton, ch. iv; Russell, 127–128; *Sadler.)
a The *Oberrealschule.* (Beier; †Sadler.)
7 The advanced girls' school [*Höhere Mädchenschule*]. (Beier; Bolton, ch. v; Russell, 129–132.)
8 Private schools; church schools.
9 Universities. (Conrad; Hart; †Paulsen, chs. iii–vi; Perry.)
10 Interrelation of the schools.
a The Altonaer and Frankfort plans. (Russell, 136–137; Viereck.)
11 Coeducation; education of girls. (Russell, 129–134; L. Seeley, ch. xxxii.)
12 Normal Schools; training of teachers. (Bolton, ch. ii; Parsons; Perry, 58–72, 94–96, 194–213; †Prince; Russell, chs. xviii, xix; L. Seeley, chs. xx–xxiii; Stötzner.)

V ADMINISTRATION OF THE PRUSSIAN SCHOOL SYSTEM. (Bolton, ch. i; Parsons; *Prince; Russell, ch. v.)

1 The Minister for Religious, Educational, and Medicinal Affairs [*Minister der Geistlichen, Unterrichts- und Medicinal-Angelegenheiten*]. (L. Seeley, ch. vii.)
a The Assistants for Education [*Direktoren*].
b School laws and regulations.

The German system of education as exemplified in Prussia


Elementary
Infant schools
Peoples schools
Technical and professional schools
Year of life 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26
1 2
Kindergarten
a b c
Shading shows compulsory period
6-12 no exemptions
12-14 six hours daily employment
14-18 optional with municipal authorites
Continuation schools
Industrial schools
Trade schools
Middle schools
d
Preparatory
Men's normal
Practice as trial candidates
Women's normal
Governesses normal
a In which children under two years of age are cared for during the day
b For children of the laboring classes till four years of age.
c A continuation of the preceding.
d The course of study in middle schools usually terminates at 14 but sometimes continues to 17.
Transitional
Girls middle schools
Girls higher schools
Gymnasia
Womens normal
Governesses normal
Teachers class
e Elementary
f Secondary but not officially recognized
g The government refused to grant the girls gymnasium at Breslau the privilege possessed by gymnasia for boys, viz, the certificate admitting to the universities, the minister of public instruction saying in 1898 that the government intended university study for women to be the exception, not the rule The course varies widely and is not yet successfully established.
k Teachers seminaries in Berlin and Göttingen
Secondary
Superior
I II III VI V IV IIIb IIIa IIb Ia Ib Ia
Faculties of the university
Philosophy, theology, law, medicine
Vorschulen the special preparatory classes or the ordinary peoples schools
Gymnasia
Real-gymnasia
Higher real-schools
Progymnasia
Real-progymnasia
Real-schools
Philosophy
Theology
Law
Medicine
Dentistry
Veterinary medicine
Pharmacy
Secondary industrial
Polytechnica
h Full classical leading to all faculties of the university
i Latin, no Greek, leading to natural science, modern language and mathematics of the philosophical faculty
k No Latin or Greek, leading to natural science and mathematics of the philosophical faculty
l Admits to the next class in the gymnasium
m " " " real-gymnasium.
n " " " higher real-school
o Minimum course for a degree
p Teachers seminaries connected with schools, gymnasia and universities
r Chemnitz technical school, Saxony

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2 The thirteen Provincial School-Boards [*Provincial Schulcollegien*]. (L. Seeley, ch. viii.)
  a Organization and duties.
  b The Examination Commission [*Wissenschaftliche Prüfungs-Commission*].
  c The supervision of religious instruction.
3 The Government School Boards [*Regierungen;* division of a province]. (L. Seeley, ch. ix.)
  a Purpose and duties.
    1) The Ministerial Regulations of October 15, 1872. (See above, III, 2, d, 1), b).)
    2) Ministerial decrees. (Pogge.)
4 The District School Boards [*Kreisschulinspektoren*]. (Parsons, 5–6, 67–74; L. Seeley, ch. x.)
  a Nature of and duties.
5 The Local School Boards [*Schuldeputations*]. (L. Seeley, ch. xi.)
  a Organization and powers.
6 Comparison with America.

VI SOME PROMINENT FEATURES OF THE GERMAN SCHOOL SYSTEM. (Bolton, ch. vi.)

1 Compulsory education. (Kerchove d'Exaerde; L. Seeley, ch. xii; Rep. U. S. Com. Educ., 1898–1899, I, 147–164.)
2 Religious instruction. (Parsons; Russell, ch. xi; L. Seeley, ch. xvii.)
3 Preparation of teachers; tenure; pensions. (Parsons; †Prince; Russell, chs. xviii, xix, Appendix E; L. Seeley, chs. xxiii, xxiv.)
4 Centralization. (Parsons.)

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Comparison of the schools of Germany, France, and the United States; good diagrams; courses of study graphically represented	1888–1889	32–77
Middle and intermediate schools of Prussia	1889–1890	281–292
The schools of the Kingdom of Saxony; economic development of Saxony, and educational progress	1889–1890	299–312
Higher schools of Prussia; the agitation for reform; the Berlin Conference of December, 1890; the Emperor's address and the proceedings in full; subsequent proceedings	1889–1890	314–407
Brief view of the schools of Austro-Hungary	1889–1890	419–454
Brief statement of the school system of Prussia	1889–1890	455–464
Training of teachers in Germany, Austria and Switzerland; the Swiss school system	1891–1892	139–196
German Universities—history and present status	1891–1892	247–368
The schools of Bavaria	1892–1893	323–336
Results of Prussian common-school statistics discussed; common-school teachers of Prussia	1893–1894	206–244
Development of the common-school system of Berlin	1893–1894	245–297
The new education in Germany; is German pedagogy in a state of decomposition; supplementary and industrial schools of Germany; rural and ungraded schools of Germany; comparative review of courses of instruction in sixteen German cities; normal schools of Switzerland; national features of female education; education in the Grand Duchy of Luxemburg	1894–1895	322–485
Public industrial education in Berlin; salaries of elementary teachers in Germany and Austria	1895–1896	138–164
Educational thought in Central Europe: Special schools for defectives; school savings banks; attendance at boys' high schools in Prussia; manual training in Germany; statistics	1896–1897	126–206
History of the German School System (See Nohle)	1897–1898	3–82
Progress of elementary schools in Prussia, 1886–1896	1898–1899	125–147
School attendance and compulsory education in Europe	1898–1899	147–164
Preparation of normal-school teachers in Prussia; Federal aid for elementary schools in Switzerland; history of secondary schools in Hungary; seventy years of attendance at the German universities	1898–1899	201–203
Educational thought in Central Europe: Statistics; schools of Berlin; expenditures for education; medical inspection; secondary education; defectives; industrial and commercial schools of Hungary; corporal punishment in Prussia; Baroness von Bülow and kindergartens	1899–1900	721–894

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5 For additional bibliography see the last page of each chapter in Russell, and the Library Catalogue of Columbia University.

XXXVIII EDUCATION IN FRANCE IN THE NINETEENTH CENTURY.

(Barnard's Jr., XX, 217–332; *Compayré, ch. xxi; ‡Compayré, II, bk. vii; Fayet; Ville de Paris, ch. i.)

I UNDER THE CONSULATE AND THE FIRST EMPIRE [1799–1814].
(Arnold ch. v; Liard, II, 1–124; *Teegan, ch. ii.)

1 The School-Inquiry of 1801.
  a The lack of provision for education reported.

2 Napoleon's Law of May 1, 1802, organizing instruction in the State and providing for:—(Beauchamp, I, 81–87; for debate on see Beauchamp, I, 63–81; Gréard, I; Liard, I, 1–64.)
  a Re-enactment of the provisions of the law of 1795 regarding primary education. (Syllabus, p. 198.)
  b Reorganization of secondary education. (Barnard's Jr., XX, 293–322.)
    1) Formation of the Lycées.
      a) Nature of these.
      b) For whom intended.
      c) Subjects taught. (††Min. Publ. Instr., 412–416.)
      d) Number and attendance.

Year	1809	1811	1813	1829	1847	1866
Lycées	35	36	36	36	54	74
Pupils	9,068	10,926	14,492	15,087	23,207	34,442
Free pupils	4,199	4,008	3,500	1,600		

(Table compiled from statements made in Barnard, and Rep. U. S. Com. Educ.)

    2) Secondary schools [Communal Colleges].
      a) Difference between these and the Lycées in instruction given and in the manner of support.
      b) Number and attendance.

Year	1809	1815	1830	1849	1855	1866
Colleges	273	323	332	306	244	251[1]
Pupils	18,507	19,320	27,308	31,706	32,500	33,038

(Table compiled from the same sources as the preceding.)

[1] Between 1850 and 1866 eighteen communal colleges were changed into Lycées.

c The special schools for higher education, medical education, and certain technical institutions. (Barnard's Jr., XXI, 401–606; Beauchamp, I, 93–109.)

3 The University of France created by the Law of May 10, 1806; organized in 1808. (Beauchamp, I, 156, 171–201; Gréard, I; Grimaud, pt. 2, ch. i; *Teegan, ch. vii.)

a Nature of the new imperial university. (‡‡Min. Publ. Instr., 13–15, 51–55.)

b Branches.

c Supervisory powers.

d The old universities changed to groups of faculties.

1) Chief work the conferring of degrees.

a) Paris the one exception.

2) Practically no change until after 1875.

e Subsequent history of the University. (§Min. Publ. Instr., 15–50.)

1815 Grand Master and Council replaced by a Commissioner of Public Instruction.

1824 Became a Ministerial Department.

1833 Special budget suppressed.

1850 Property annexed by the State. (§Min. Publ. Instr., 22–30.)

4 The University and primary education. (Barnard's Jr., IX, 381–390; XI, 254–260; XX, 255–261.)

a Condition of elementary education in 1808 compared with 1801.

b Subjects and nature of instruction prescribed.

c Classes in the higher schools for the training of primary masters.

d The Brethren of the Christian Schools especially favored.

5 The Superior Normal School of France re-established [1808].

a Its history. (Barnard's Jr., XX, 239–244; Buisson, Pt. 1, tome II, 2058–2073; École normale, 210–251; Gréard, I; Jacoulet, 375–393.)

b Under the Restoration twelve additional normal schools were established.

II UNDER THE RESTORATION [1814–1830]. (Arnold, ch. vi; Grimaud, pt. 3; Liard, II, bk. iv; *Min. Publ. Instr., 1–5; †Min. Publ. Instr., 10–15; *Teegan, ch. iii.)

1 The Ordinance of 1816, a forerunner of the Law of 1833. (Barnard's Jr., IX, 381–390; Buisson, Pt. 1, tome II, 1681–1682; Gréard, I.)

a Small treasury grant, about $10,000 yearly, for school books, model-schools, and deserving teachers.
1) This sum doubled in 1829.
b Cantonal committees.
c Certificates on examination.

2 The Church again obtained control of elementary education. (X, ch. ii.)
a The Brethren of the Christian Schools asserted their independence.
b Commission of Public Instruction decided that the Brethren should be certificated on presentation of their letter of obedience [1818].
c Cantonal committees remodeled so as to give the bishops and other clergy entire control of Catholic primary schools [1824].
d Other teaching congregations authorized [1821–1826].
e Bad results following Church control.

3 Status of elementary education at the close of this period.
a Communal schools thus far established.
1) Character of the schools, school-houses, teachers, and instruction.
b Guizot's examination into the condition of elementary education in 1833.
1) The conditions revealed.

4 Lycées and Communal Colleges practically unchanged during this period.
a Lycées known as Royal Colleges [1815–1848].
b Annual subsidy of 812,000 fr. granted by the State to the Lycées [1817]. By 1847 this had increased to 1,500,000 fr.

III UNDER THE MONARCHY OF JULY [1830–1848]. (Arnold, ch. vii; Barnard's Jr., IX, 381–390; *Compayré, ch. xxi; Grimaud, pt. 4; Liard, II, bk. v; *Min. Publ. Instr., 5–8; †Min. Publ. Instr., 15–25; *Teegan, ch. iv.)

1 The new monarchy supported by the leading thinkers of the time.

2 The problem of providing a real system of popular education at once received attention.
a Ecclesiastical control of communal committees overthrown [1830].
b Exemptions from examinations for the teacher's certificate abolished [1831].
c Thirty new normal schools created [1831–1833]. (Jacoulet, 393–414.)
d Treasury grant for primary education increased.
e The Law of June 28, 1833. (See below.)

f First State grant for infant schools [1840]. Growth of infant schools. [*Salles d'asile* to 1881; *Écoles maternelle* since 1881.] (Matrat; *Min. Publ. Instr., 199–208, for history of the schools; Ville de Paris, ch. ii.)

Year	1827	1837	1840	1843	1846	1850	1863	1897
Schools	1	251	555	1,489	1,861	1,735	3,308	5,683

(Compiled from statements in Arnold, and a table in *Min. Publ. Instr., 235.)

g Continuation classes for adults authorized [1836]. [First begun in Paris in 1820; made a part of the public school system in 1867.]

Year	1837	1840	1843	1848
Classes	1,856	3,403	6,434	6,877
Adults enrolled	36,965		95,064	115,164

(Compiled from statements in Arnold and in Barnard's Jr.)

IV THE LAW OF 1833.

1 This law the foundation of the French national system of education.
  a The law in full. (Arnold, 243–253; Buisson, Pt. 1, tome II, 1684–1686; Gréard, II.)
2 Nature of the new law. (Arnold, ch. viii; Barnard's Jr., XI, 244, 253; same art. in XX, 244, 253; *Compayré, ch. xxi; Grimaud, 240–247; *Musée Péd., 1–16.)
  a Recommendation changed to obligation.
  b Nature of the schools provided for.
    1) The elementary, or lower primary.
    2) The superior, or advanced primary. [Middle schools; *primaire supérieur.*]
      a) For what class needed.
      b) These made little progress until 1878, when State aid was given. (For history of, see Morant, 337–367; and *Musée Péd., No. 16, pp. 6–23.)
    3) Freedom in religious instruction guaranteed.
  c Every Commune to have its own or a joint-communal school.
    1) Tuition fees: admission of indigents.
  d Private schools, having a certificated teacher, free to compete with the State Schools.
  e Support of schools.
    1) Communal maintenance.
      a) Taxes. Tuition fees.

2) Department assistance.
3) National Treasury assistance.

f Teachers.
1) Home. Salary. Fees. Pensions.
2) Certificates compulsory.

g Supervision of the schools.
1) The Communal Committee.
2) The District [*Arrondissement*] Committee.
3) State School Inspectors.

3 The provisions of the law in part extended to girls' schools [1836].

V RESULTS OF THE LAW OF 1833. (Bache; Barnard's Jr., IX, 381–390; Petit, 7–19.)

1 Increase in schools, pupils enrolled, and expenditure for elementary education.

2 The work of Guizot as Minister of Public Instruction. (Barnard's Jr., XI, 254–281; XX, 253–280.)

a His efforts to create favorable public opinion.

b His circular to the teachers of France. (Barnard's Jr., XI, 279–281; XX, 278–280; †Musée Péd., No. 33, pp. 17–23.)

c His great work in behalf of elementary education.

VI UNDER THE REPUBLIC [1848–1852] AND THE SECOND EMPIRE [1852–1870]. (Barnard's Jr., XX, 281–292; Constant for laws and decrees; Grimaud, 377–438; Liard, II, bks. vi, vii; *Min. Publ. Instr., 9–15; †Min. Publ. Instr., 25–28; *Teegan, ch. v.)

1 Primary education.

a The Sub-commission on Primary Education of 1848 and its Report.
1) Opposition to State primary schools.
2) Religious instruction favored.

b The Law of March 15, 1850, and the decrees of 1852 and 1854. (Buisson, Pt. 1, tome II, 1687–1697; Gréard, II, 1st Ed.; Grimaud, 385–438.)
1) Changes in the Law of 1833.
a) Communal control.
2) "Liberty of instruction" made still broader.
a) Number of primary schools controlled by religious societies. (Arnold.)

Year	1850	1862	1864
Schools	6,464	10,862	11,391

3) Way opened for the competition and opposition of private establishments.

4) Free instruction proposed but rejected [1850, 1863].

a) Free instruction for indigents made easier to obtain.

b) Percentage who received free tuition. (Barnard.)

Year	1850	1852	1864
In Communal Schools	35%	40%	38%
In Religious Schools			56%

2 Great encouragement of adult schools [1863–1868]. (Collignon; *Musée Péd., No. 16, pp. 6–23.)

a Incorporated into the State school system [1867].

b State grants for adult schools.

Year	1867.	1868.
Grant	160,000 fr.	500,000 fr.

3 Reorganization of the normal school system. (Buisson, Pt. 1, tome II, 2058–2073; Jacoulet, 414–426.)

a Objections and antagonisms.

b "Pupil teacher" system introduced.

c Emphasis placed on science and agriculture.

4 Secondary education.

a Development of the Lycées and Communal Colleges since 1802. (Barnard's Jr., XX, 293–322; ††Min. Publ. Instr., 1887, 412–416.)

1) First State grant to Communal Colleges [1845].

b The struggle between the sciences and the humanities.

The Progress of Primary Education in France, as shown by the reduction in the percentage of Illiteracy among army conscripts, and among persons signing the marriage records. (Calculated from a chart given in *Statistique de l'enseigement primaire*, VI, 1896–1897, p. clxvii.)

Years.	Army Conscripts.	Marriage Records.	
		Men.	Women.
1790 ...		53.0%	73.0%
1827....	58.0%		
1828....	54.7		
1829 ..	53.5		
1833....	47.8		
1834 ..	47.5		
1835 ...	46.5		
1836 ...	45.3		
1837 ...	44.8		
1838 ...	42.8		
1839 ...	42.7		
1840 ..	42.8		
1841 ...	41.7		
1842 ...	41.3		
1843 ...	40.0		
1844 ...	39.0		
1845 ...	37.8		
1846 ...	36.8		
1847 ...	35.8		
1848 ...	35.8		
1849 ...	36.0		
1850 ...	35.7		
1851 ...	35.0		
1852 ...	34.5		
1853 ...	34.0		
1854 ...	33.7	31.0%	46.7%
1855 ...	33.7	32.0	47.8
1856 ...	32.8	31.3	47.0
1857 ...	31.7	31.0	46.5
1858....	31.5	31.0	46.2
1859	30.3	30.7	46.0
1860 ..	30.0	30.4	44.8
1861 ...	29.1	29.4	44.2
1862 .	28.2	28.5	43.4
1863 ..	27.3	27.8	42.5
1864 ...	25.8	27 7	41.5
1865 ...	24.4	27.5	41.0
1866 ..	23.0	25.9	39.0
1867 ...	20 8	24.3	37 0
1868 ...	19.8	24.0	36.8
1869 ...		24.5	36.8
1870 ..		26.8	39.4
1871....	19.7	26.3	38.5
1872 ...	19.1	22.8	35.0
1873 ..	18.0	21.8	33.0
1874 ...	16 5	21.3	32.5
1875 ...	16.0	20 0	31.0
1876 ..	16.4	19.0	29.3
1877 ..	15.0	18 5	29.7
1878 ...	15.2	17.0	26.8
1879 ...	14.9	16 7	26.7
1880 ...	14.4	16.1	24.5
1881 ..	14.0	15.7	23.5
1882 ...	13.2	14.8	22.8
1883 ...	12.5	14.5	22.7
1884 ...	11.8	14.0	21.8
1885 ...	11.5	13.0	20.2
1886 ...	10.3	12.0	19.0
1887 ...	10.2	11.0	17.0
1888 ...	9.8	10.8	16.7
1889 ...	8.7	9.3	14.0
1890 ...	7.8	8.7	12.8
1891 ...	7.7	8.9	12.6
1892 ...	6.9	8 9	12.2
1893 ...	6.0	7.9	11.9
1894 ..	5.9	7.0	10.9
1895 ...	5.8	6.3	8.9
1896 ...	5.3	5.8	7.8
1897 ..	5.1		
1898 ...			
1899...			
1900 ...			

1) Duruy's Decree of 1865, establishing a special course, co-ordinated with the primary schools.
2) Duruy's baccalaureate in science.

VII UNDER THE THIRD REPUBLIC [SINCE 1870]. (For Laws, see Buisson, Pt. 1, tome II, 1697–1706, 3030–3038. Also see articles *Décrets* and *Circulaires* in Buisson, Pt. 1, tome I. Also see Constant for laws and decrees [1850–1890]. Also Duruy; Grimaud, periods 5 and 6; Liard, II, bk. viii; Marion; *Min. Publ. Instr., 15–45, 199–232; †Min. Publ. Instr., 28–45; Pécault; Ville de Paris, ch. iv, pts. 1–2.)

1 Various plans for nationalizing education discussed [1871–1875].

2 Primary Education. (Carrive for all laws, decrees, and circulars from 1874–1889; *Martel; *Teegan, ch. vi.)

1878 State aid granted to superior primary schools. These increased from forty in 1878 to two hundred twenty-six in 1887.

1878–1888 Advances to the Communes [$105,517,290], resulting in the erection or repair of more than twenty thousand schoolhouses. (Petit.)

1879 Normal schools for women provided in every Department. (Beaussire, 297–312: Jacoulet, 426–434: Martin.)

1880 Organization of manual and higher technical instruction schools. [Law of Dec. 11.] (†Martel: Morant, 337–367: digest of the law in Rep. U. S. Com. Educ., 1897–1898, I, 709–712.)

1881 Primary instruction made free. [Law of June 16.] Superior primary included as a part of the State's free system. All teachers required to hold a State certificate. (Beaussire, 312–325; Benoit-Lévy et Bocandé, 85–135; †Compayré, pt. 2, ch. ii; Grimaud, 569–585.)

1881–1887 Maternal schools and infant schools incorporated into the State system. (*Min. Publ. Instr., 215–232.)

1882 Primary instruction made compulsory. [Law of Mch. 28.] (Beaussire, 325–344; Benoit-Lévy et Bocandé, 11–84; †Compayré, pt. 2, ch. i; Dreyfus-Brisac.)

1884 Every community authorized to establish classes for adults, the State paying half the expense. (Rep. U. S. Com. Educ., 1894–1895, I, 298–303.)

1885 Proportions of State aid to communal schools fixed. [Law of June 20.] (Petit, 30–44.)

1886 After 1891 all primary teachers to be lay teachers. [Law of Oct. 30.] First complete State organization of higher primary schools and courses. (Digest of law, Rep. U. S. Com. Educ., 1885–1886, p. 739–740.)

1889 Salaries of teachers determined [Law of July 19]; increased in 1893. (Carrive, 635–649; *Min. Publ. Instr.)

1892 Creation of *écoles pratiques de commerce et d'industrie.*

1893 Re-classification and new regulations for higher primary schools. Great increase in practical and technical instruction.

1895 Congress held to consider the improvement of adult instruction. Great improvement in these schools since 1895. (Rep. U. S. Com. Edu., 1894–1895, I, 298–303; 1898–1899, I, 1103–1106.)

Year	1894–95	1895–96	1896–97	1897–98
Students	8,288	15,778	24,528	30,368

1900 Congress on Primary Education. (Rep. U. S. Com. Educ., 1899–1900, II, 1729–1732.)

Table showing the percentages contributed by the Communes, Departments, and the State toward the support of Primary Education. (Compiled from Parsons, pp. 16–17, and *Rep. U. S. Com. Educ.*, 1899–1900, II, p. 1721.)

Year.	Proportion Contributed by the		
	State.	Departments.	Communes.
1867	15.30%	16.60%	68.10%
1877	24.60	18.00	57.40
1881–82	66.25	13.22	20.53
1886–87	48.80	10.50	40.90
1891–92	67.60		32.40
1896–97	67.02		32.98

3 Secondary Education. (Duruy, 199–252.)

1880 Law creating Lycées and colleges for women adopted. Repeal of the Duruy Special Course Decree of 1865. Agitation for reform along the line of greater flexibility.

1896 Congress of Secondary Professors inaugurated.

1899 Report of the Ribot Commission on Secondary Education. (Rep. U. S. Com. Educ., 1898–1899, I, 1107–1138.)

The Sources of Support of Secondary Schools.

(From tables in *Statistique de l'enseignement secondaire*, 1876, p. cix, 1887, p. cv.)

Year.	Total Expense.	State.	Depts.	Communes.	Families.
1876	75,922,784fr. 04c.	7.0%	0.6%	5.6%	86.8%
1887	74,459,246fr. 74c.	18.6%	0.9%	6.5%	74.0%

4 Reorganization of the Universities. (For laws and decrees see Beauchamp, III, IV, V; Duruy, 253–300; §Min. Publ. Instr.; Rep. U. S. Com. Educ., 1891–1892, I, 76–92; 1896–1897, I, 33–38; 1899–1900, II, 1726–1729.)

1870–1888 State appropriation quadrupled.

1875 "Liberty of instruction" extended to university work. [Law of July 12.] (Beauchamp, 12–17; Beaussire, 238–258; Duruy, ch. i; Grimaud, 485–504.) Private faculties and schools organized.

1885 Decrees permitting the faculties to hold property and to organize a governing council.

1885–1890 Great development of the fifteen State Universities.

1896–1897 Title of University restored and complete reorganization provided for. Universities opened to foreign students. Special doctorate instituted. (§Compayré; Rep. U. S. Com. Educ., 1894–1895, I, 305–312; 1895–1896, I, 620–684; 1897–1898, I, 749–759.)

THE PROGRESS OF PRIMARY EDUCATION IN FRANCE.

(Compiled from statistical tables given in *Statistique de l'enseignement primaire*, II [1829-1877], pp. lvi, lxxiv, cxii, and cxcv; and the *Rep. U. S. Com. Educ.*, 1899–1900, II, pp. 1718 and 1721.)

Year.	Number of Pupils in Primary Schools.	Number of Schools per 100 Inhabitants.		Percentage of Communes without a School.	Number of School Houses Owned by the Communes.	Number of pupils Enrolled per 100 Inhabitants.	Expenditure per Pupil Enrolled in the Primary Schools.		Expenditure per Capita of the Population for Primary Schools.	
		Of all Kinds.	Public Schools.							
				Per cent.						
1826	1,116,777[1]									
1829	1,357,934					4.17				
1832	1,937,582		1.0			5.96				
1833						5.08				
1834			1.1		10.500		fr. c.			
1837	2,690,035	5.7	1.4	15.2	14,000	7.52	4.43	$ .88		
1840	2,896,934	6.2	1.7		17,500	8.64	4.46	.89		
1843	3,164,297	7.5	2.5		23,500	9.24				
1847	3,530,135	7.8	2.4	8.7	24,000	9.97				
1850	3,322,423	7.9	2.7	7.3	28,000	9 67	4.73	.95		
1861	4,286,641			2.7		11.47				
1863	4,336.368	8.4	4.0		37,000	11.60	9.47	1.89		
1866	4,515.967			1.7		11.65	9.91	1.95		
1872	4.722.754					11.86	14.65	2.93		
1875	4.809.728					13.03				
1876						13.29	17.83	3.57		
1877	4,716.935			.9		13.33	18.76	3.75	fr. c.	
1877[2]							23.45[2]	4.69	2.55	$ .51
1881–82	5,341.211			.4			30.25	6.05	3.51	.70
1886–87	5,596.919[4]			.2		14.64	34.85	6.97	4.52	.90
1891–92	5,556.170			.1[3]		14.46	39.26	7.85	4.82	.96
1896–97	5.531.418			.1[3]		14.36	46.00	9.20	5.55	1.11
1901–02										

[1] From a Report by Baron Ch. Dupin.
[2] Infant schools included in this and the following calculations, as to cost, but not in percentage enrolled.
[3] Fifty communes in 1891–92 and 48 in 1896–97, six being in Algiers.
[4] Algiers is counted in this and all following years.

VIII RECENT PROGRESS AND PRESENT CONDITION OF THE FRENCH SCHOOL SYSTEM. (Carrive; **Compayré; §Compayré; Gobron, for the law; Lynch, ch. v; Marillier; Marion; Parsons; Reps. U. S. Com. Educ., see list of articles; Taylor; Ware, ch. v.)

1 The maternal schools [Écoles maternelles]. (Chalamet; Delalain Fr., (h); Eaton; *Min. Publ. Instr., 199–229; Parsons; Pape-Carpantier; Ville de Paris, ch. iii.)

a Infant schools [Transition classes; *classes enfantines*]. (*Min. Publ. Instr., 229–235; *Teegan, ch. x.)

b Statistics relative to. (Rep. U. S. Com. Educ., 1899–1900, I, 779.)

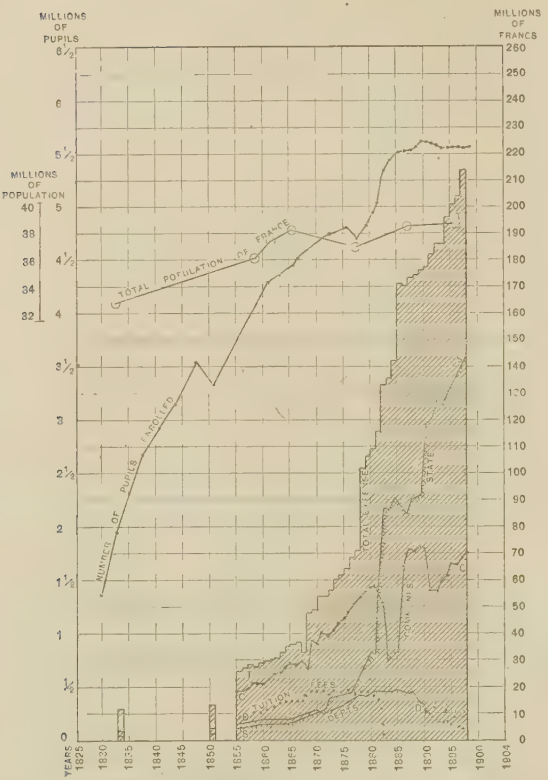
2 Primary Education [*L'enseignement primaire*]. (†Compayré; *Min. Publ. Instr.; †Min. Publ. Instr., bk. iv; Parsons; *Teegan, ch. xvii, xviii; Ville de Paris, ch. iv.)

a The lower primary schools [*Écoles primaires élémentaires*]. (Delain Fr., (g); *Min. Publ. Instr., 238–331; *Teegan, ch. xi.)

1) Instruction in. (*Min. Publ. Instr., 384–414.)

2) Statistics relative to. (Rep. U. S. Com. Educ., 1899–1900, I, 778.)

b Complementary courses [*Cours complémentaires*]. (*Min. Publ. Instr., 344–350.)

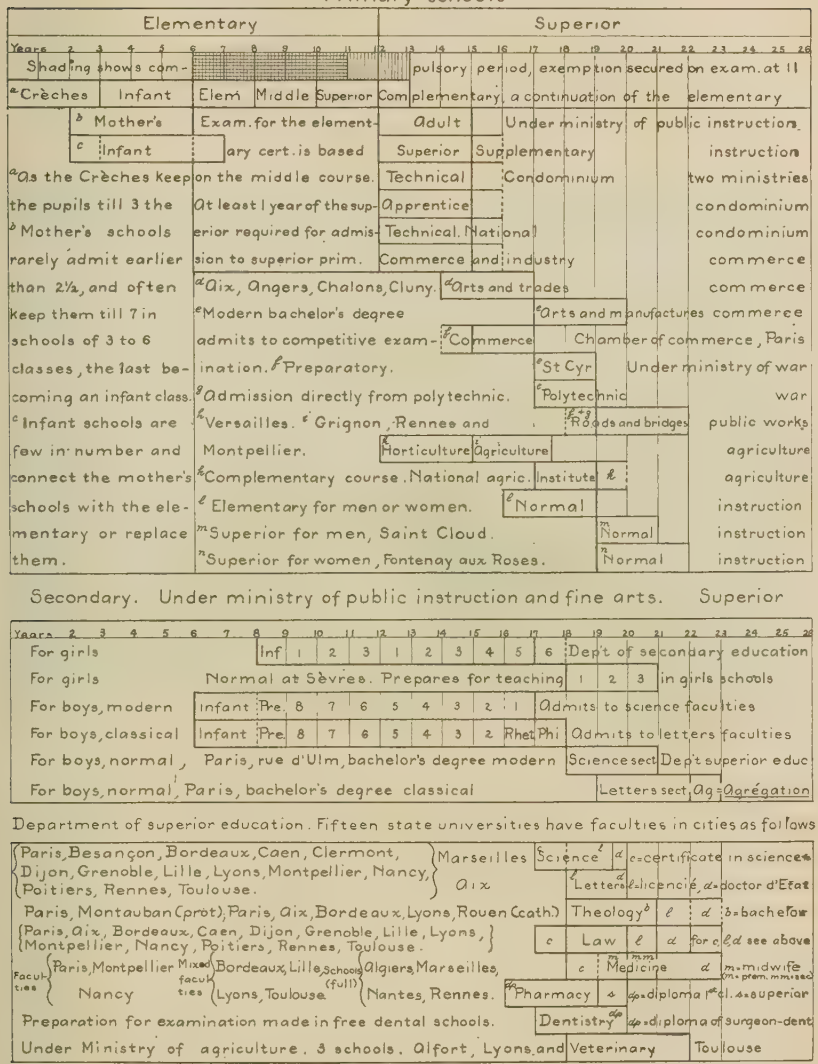


ELEMENTARY EDUCATION IN FRANCE.

(After charts No. 5 and 6, pp. cexvi, of Vol. VI [1896–1897] *Statistique de l'enseignement primaire*. For exact figures from 1870 1897, see Min. Pub. Instr., 194-195.)

The Progress of Expenditure for Primary Public Education, the enrollment in Primary Schools, and the Total Population of France compared. The shaded area represents the total expenditure, though not including the cost of construction of buildings or of installing new schools. Previous to 1885 the figures are the nearest possible approximations, as the accounts were not kept accurately until that time. The extraordinary expenses of the communes are not included until 1885, but would add from two to four million francs to the total for the years from 1855 to 1868, and from eight to twelve million francs to the total for the years 1868 to 1878. In the table for pupils enrolled, children in the *écoles maternelles* are not included, but the primary school enrollment for Algiers is included from 1887 88 on.

The French system of education as exemplified in Paris


Primary schools
Elementary
Superior
Years 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26
Shading shows compulsory period, exemption secured on exam. at 11
[a]Crèches Infant Elem Middle Superior Complementary, a continuation of the elementary
[b]Mother's Exam. for the element- Adult Under ministry of public instruction
[c]Infant ary cert. is based Superior Supplementary instruction
[a]As the Crèches keep on the middle course. Technical Condominium two ministries
the pupils till 3 the At least 1 year of the sup- Apprentice condominium
[b]Mother's schools erior required for admis- Technical. National condominium
rarely admit earlier sion to superior prim. Commerce and industry commerce
than 2½, and often [a]Aix, Angers, Chalons, Cluny. [d]Arts and trades commerce
keep them till 7 in [e]Modern bachelor's degree [e]Arts and manufactures commerce
schools of 3 to 6 admits to competitive exam- [f]Commerce Chamber of commerce, Paris
classes, the last be- ination. [f]Preparatory. [g]St Cyr Under ministry of war
coming an infant class. [g]Admission directly from polytechnic. [g]Polytechnic war
[c]Infant schools are [k]Versailles. [e]Grignon, Rennes and [k+e]Roads and bridges public works
few in number and Montpellier. [k]Horticulture [k]Agriculture agriculture
connect the mother's [k]Complementary course. National agric. Institute [l] agriculture
schools with the ele- [l]Elementary for men or women. [l]Normal instruction
mentary or replace [m]Superior for men, Saint Cloud. [m]Normal instruction
them. [n]Superior for women, Fontenay aux Roses. [n]Normal instruction
Secondary. Under ministry of public instruction and fine arts. Superior
Years 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26
For girls Inf 1 2 3 1 2 3 4 5 6 Dep't of secondary education
For girls Normal at Sèvres. Prepares for teaching 1 2 3 in girls schools
For boys, modern Infant Pre. 8 7 6 5 4 3 2 1 Admits to science faculties
For boys, classical Infant Pre. 8 7 6 5 4 3 2 Rhet Phi Admits to letters faculties
For boys, normal, Paris, rue d'Ulm, bachelor's degree modern Sciences sect. Dep't superior educ
For boys, normal, Paris, bachelor's degree classical Letters sect. Ag=Agrégation
Department of superior education. Fifteen state universities have faculties in cities as follows
Paris, Besançon, Bordeaux, Caen, Clermont, Dijon, Grenoble, Lille, Lyons, Montpellier, Nancy, Poitiers, Rennes, Toulouse. Marseilles Aix Science [l] [a] Letters [d] c=certificate in sciences
l=licencié, a=doctor d'Etat
Paris, Montauban (prot), Paris, Aix, Bordeaux, Lyons, Rouen (cath.) Theology [b] l a b=bachelor
Paris, Aix, Bordeaux, Caen, Dijon, Grenoble, Lille, Lyons, Montpellier, Nancy, Poitiers, Rennes, Toulouse. c Law l a for c, l, a see above
Faculties: Paris, Montpellier, Nancy; Mixed faculties: Bordeaux, Lille, Lyons, Toulouse; Schools (full): Algiers, Marseilles, Nantes, Rennes.
c Medicine [m] [mm] a m=midwife
m=prem. mm=sec.
[ph] Pharmacy s ph=diploma
s=superior
Preparation for examination made in free dental schools. Dentistry [dp] dp=diploma of surgeon-dent
Under Ministry of agriculture. 3 schools. Alfort, Lyons and Veterinary Toulouse

(Reproduced by permission of the author from advanced sheets of a work on *Professional Education in Foreign Countries*, by Henry L. Taylor, Albany, N. Y.)

c The higher primary schools [*Écoles primaires supérieures*]. (Delalain Fr., (e), (f); *Min. Publ. Instr., 341–383; Morant; *Musée Péd., No. 16; *Nony et Cie; Rep. U. S. Com. Educ., 1896–1897, I, 47–56; *Teegan, ch. xiii.)

1) Many, in part, boarding schools.

2) Adult instruction. (Rep. U. S. Com. Educ., 1894–1895, I, 298–303.)

3) Boys' schools; girls' schools; mixed schools.

A TYPICAL SCHOOL ROOM IN A FRENCH PRIMARY SCHOOL.

(From a photograph by Henry S. Taylor, accompanying his Report, as a Juror to the Paris Exposition of 1900, made to the U. S. Commissioner of Education.)

3 Industrial and Technical education. (*Min. Publ. Instr., 384–433; Morant, 301–313; Perry, in Rep. U. S. Com. Educ., 1897–1898, I, 709–749; Higher Tech. Schools in France, in Rep. for 1891–1892, I, 369–412.)

a Manual Training schools. (†Teegan, sect. 1.)

b Commercial and industrial schools. [*Écoles pratiques de commerce et d'industrie.* (†Teegan, sect. 2.)

c Agricultural schools. (†Teegan, sect. 3.)

d Subjects taught in these schools. (Morant, 306–313, 369–370; †Teegan, sects. 1–3.)

4 Secondary education. (Taylor.)
  a Lycées for boys only [109]. (Hardy; Rep. U. S. Com. Educ., 1890–1891, I, 109–124, 1895–1896, I, 635–639.)
  b Communal colleges [*Colléges communaux*] for boys only [229].
  c Religious, and private secular secondary schools.
  d Table showing the growth of these schools, 1887–1899. (See Rep. U. S. Com. Educ., 1899–1900, II, 1723.)
  e Subjects of instruction in the different classes before 1789, and in 1802, 1821, 1842, 1852, 1865, 1876, and 1887. (See charts in ††Min. Publ. Instr., 1887, 412–416.)
  f Subjects of instruction at present. (Delalain Fr., (a), (b), (c); Hardy; Jamin; Jonas; Morant, 370–372; †Nony et Cie, (a), (b), (c).)
  g Lycées and colleges for women established in 1880.
    1) Table showing the growth of these schools since 1881. (See Rep. U. S. Com. Educ., 1899–1900, II, 1726.)
5 Superior education [*L'enseignement supérieur*]. (§Compayré; Rep. U. S. Com. Educ., 1898–1899, I, 1088–1095; 1899–1900, II, 1726–1729.)
  a Fifteen State Universities. (For statistics as to, see Rep. U. S. Com. Educ., 1899–1900, II, 1728.)
  b Professional and higher technical schools. (†Teegan.)
6 Interrelation between schools.
7 Extent to which coeducation is practiced. (See tables in Rep. U. S. Com. Educ., 1899–1900, I, 778.)
8 Compulsory education. (Benoit-Lévy et Bocandé; Carrive, pt. 1; Dreyfus-Brisac; for statistics as to the effectiveness of see *Statistique de l'instruction primaire,* VI [1896–1897], p. cii.
9 Training of teachers; normal schools. (London; Salmon; *Teegan, chs. xv, xix, xxi, xxvi.)
  a Primary normal schools [*Écoles normales primaires*]. (Delalain Fr., (d); *Min. Publ. Instr., 434–461.)
  b Superior normal schools [*Écoles normales supérieures*]. (École normale; *Min. Publ. Instr., 461–477.)
10 The religious instruction question in France. (Lynch, ch. v; X, ch. iii.)
  a Increase of the religious secondary schools. (See table of enrollment in Rep. U. S. Com. Educ., 1899–1900, I, 1723.)
  b The "Associations Law" of 1900. (Aynard.)
11 Private schools. (*Teegan, ch. xii.)
  a Elementary.
  b Secondary.

IX ADMINISTRATION OF THE FRENCH SCHOOL SYSTEM. (Gobron, for the law; *Min. Publ. Instr., 53–100; Parsons; Pichard for laws [1880–1898]; Rep. U. S. Com. Educ., 1895–1896, I, 612–619; 1897–1898, I, 694–701; 1899–1900, II, 1712–1714; Smith.)

1 The Minister of Public Instruction and Fine Arts [*Ministre de l'instruction publique et des Beaux-arts*]. (*Min. Publ. Instr., 53–100.)

a The Directors of Superior, Secondary, and Primary education.

1) Supervisory control of each.

b The Minister's Advisory Council [Comité consultatif].

c The Superior Council [*Conseil supérieur*]. (*Min. Publ. Instr., 65–72; *Teegan, ch. viii.)

d The State Inspectors [*Inspecteurs généraux*]. (*Min. Publ. Instr., 72–75; *Teegan, ch. xiv.)

2 The seventeen administrative districts [*Académies*], each administered by a Rector and an academic council [*Conseil académique*], having: (*Min. Publ. Instr., 110–127; *Teegan, ch. ix; Ville de Paris, ch. ii).

a Supervision of the University and associated Lycées and Communal Colleges of the District.

b Through the Academic Inspector [*Inspecteur d'académie*], who is appointed by the Minister, supervision of primary instruction in the District. (*Min. Publ. Instr., 120–127.)

c Primary Inspectors [*Inspecteurs de l'enseignement primaire*]. (†Compayré, pt. 2; *Min. Publ. Instr., 141–150.)

1) Approximately one for every one hundred fifty schools.

3 The ninety *Départements* [three in Algiers] for the administration of primary education. (†Compayré, pt. 2, chs. v–vii.)

a Prefect of the Department. (*Min. Publ. Instr., 128–131.)

b Department council [*Conseil départemental*]. (*Min. Publ. Instr., 131–140, 157–166.)

c Inspector of primary instruction. (*Min. Publ. Instr., 140.)

4 Communal Councils and Mayors, having charge of: (*Min. Publ. Instr., 166–189.)

a Selection of building sites.

b Voting of communal funds.

5 Local school committees [*Commissions scholaires*] to encourage school attendance. (*Min. Publ. Instr., 187–189.)

6 *Caisses des écoles* and *caisses d'epargne scholaire*. (*Teegan, 106–109.)

7 Obligations of the Commune. (*Min. Publ. Instr., 166.)

a Maintenance of schools.

b Financial obligations.

c Prescription as to instruction and management.

8 Centralized State control of education. (†Compayré, pt. 2; Rep. U. S. Com. Educ., 1897–1898, I, 694–701; *Teegan, ch. xx, xxv.)
- a Appointment of teachers by the State.
- b State schedule of salaries.
- c State pension system.
- d State control of the subject-matter of instruction.
- e State supervision of private instruction.

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Title of Article.	Report.	Pages.
Education in Germany, France, and America compared	1888–1889	32–77
The educational system of France—Statistics for the year and a general view of the system	1888–1889	112–149
Brief view of the system and statistics for year	1889–1890	249–261
Elementary education in London and Paris compared	1889–1890	263–280
Statistics for the year; progress of primary schools since 1833; Higher Primary schools; Lycées and colleges	1890–1891	95–124
Outline of system and statistics for the year; history of the universities; proposed change of the Faculties into real universities	1891–1892	73–95
Higher Technical Schools of France (Willoughby)	1891–1892	369–412
Outline of system and statistics for year; inspection of infant schools; recent changes in the baccalaureate; reorganization of medical studies and preparatory scientific studies	1892–1893	219–237
Outline of system and statistics for the year	1893–1894	187–201
Outline of system and statistics for the year; recent changes in secondary and higher education; progress of primary instruction; schools for adults and their history; movement for admission of foreign students to the French universities	1894–1895	289–312
Outline of system and statistics for the year; primary schools; the law of July 10, 1896, organizing the universities; medical students; the French Lycées	1895–1896	611–639
Outline of system and statistics for the year; opening of the new Universities; the new doctorate; State *vs* Church secondary schools; salaries of primary teachers; the superior primary schools—progress, organization, and scope	1896–1897	29–70
Outline of system and statistics for the year; reconstruction of the universities; manual training and technical schools; Mr. Perry's Report on Technical Schools in France; admission of foreign students to the universities	1897–1898	694–788
Outline of system and statistics for the year; the universities, foreign students, and the doctorate; movement for prolonging education; Reports of the Congress of secondary professors and the Commission of Inquiry into secondary schools	1898–1899	1086–1138
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XXXIX THE EIGHTEENTH AND NINETEENTH CENTURIES IN ENGLAND.

I THE BEGINNINGS OF ELEMENTARY EDUCATION IN ENGLAND.

(Adams, 36–43; Barnard's Jr., X, 323–354; XXVI, 641–644; Bremner, pt. 1, sect. 1; Craik, ch. 1; Donalson, ch. ii; Holman, ch. ii; Lecky, VI, 276–278; Macaulay, I, ch. iii; Spalding, 10–13; Sydney, II, 86–112.)

1 Parochial schools, primary school foundations, subscription schools, and dame schools begun in many villages in the early part of the 18th century.

GRAVEL LANE CHARITY SCHOOL, SOUTHWARK.

(From Green's *Short History of the English People*, Illd. Ed. Harper & Bros., N. Y. Reproduced by permission of the publishers.)

[" The school-room connected with, and under a part of, Bunyan's Meeting-house; opened by the founders of the meeting-house, in 1687, to counteract the attractions of a Roman Catholic school which a gentleman named Poulter had set up in the same neighborhood, under James' protection. This early Nonconformist Charity School was still carrying on its work in the original school-room in the year 1819, as is shown by the dress of its scholars in this illustration, published in *Londina Illustrata* at that time."—Green.]

2 Formation of "Charity Schools" for the poor.
3 "The Society for Promoting Christian Knowledge" founded in 1699. (Spalding, 12–13.)
  a Work accomplished by this Society by 1741.
  b Object of the schools of the Society "to make them loyal church members and to fit them for work in that station of life which it hath pleased their Heavenly Father to place them."
    1) Cathechetical schools. Subjects taught.
4 Work of the ministers and churches throughout England during the first half of the 18th century.
  a Charity School sermons [1700–1750]. (*Barnard, 365–368; Barnard's Jr., XXIII, 365–368.)
  b Subjects taught in the "Charity Schools."
  c Education of girls.
5 Impetus given to the movement by:
  a The earthquake shocks of 1750.
  b The rise of Methodism.
  c The establishment of Sunday schools [Catterick, 1763; Little Lever, 1775; Raikes at Gloucester, 1783]. (See 6, below.)
  d Newspapers [first daily paper, 1709]; pamphlets; penny papers; extension of printing to country towns; freedom of the press [after 1795]; public meetings for the discussion of public questions [after 1768]; debating and reading clubs; growth of the tendency to appeal to reason; circulation of books, etc. Chap Books. (Ashton; Field, ch. x; †Tuer; ‡Tuer.)
6 Robert Raikes [1736–1811] and the founding of Sunday Schools at Gloucester [1780]. (Ellis; Gregory; Harris.)
  a His work; the new movement. (Harris.)
  b "The Society for the Support and Encouragement of Sunday Schools in the different Counties of England" [1785].
  c "The Sunday School Union" [1803].
  d Educational work of these two societies.
    1) Up to 1870.
    2) Since 1870.
7 Status of elementary education in England at the close of the 18th century. (Sydney, II, ch. xiii.)
  a Comparison with Germany.
  b Books used by children. (Field, chs. x–xv; †Tuer; ‡Tuer.)

II THE MONITORIAL SYSTEM OF BELL AND LANCASTER. (Adams, 44–64; Barnard's Jr., X, 323–531; Holman, ch. ii; Ross, ch. ii; *Sadler and Edwards, II, 436–440; Sharpless, 1–8; Spalding, 13–14.)

1 Dr. Andrew Bell's "Madras System." (Barnard's Jr., X, 467–502; Bell; Gill, 162–189; Leitch, 121–148; Meiklejohn; Southey, II.)

a His *Experiment in Education* [1798].

2 Joseph Lancaster's "Monitorial System" [1798]. (Barnard's Jr., X, 355–370; ‡Fitch, lect. xi; Gill, 189–202; Lancaster; Leitch, 149–165.)

a His *Improvements in Education* [1803].

3 Nature of the two systems.

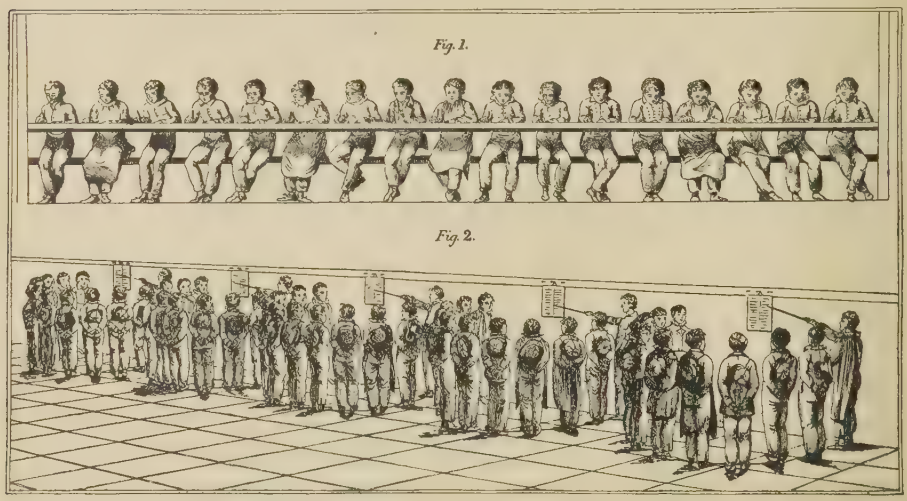
a Subjects taught.

b Pupils.

c Method followed; natural defects.

d Classification; discipline.

e The educational and religious controversy.



THE MONITORIAL SYSTEM OF INSTRUCTION.

(From *Manual of the System of Instruction pursued in the Model Schools*, B. & F. School Society, London, 1831.)

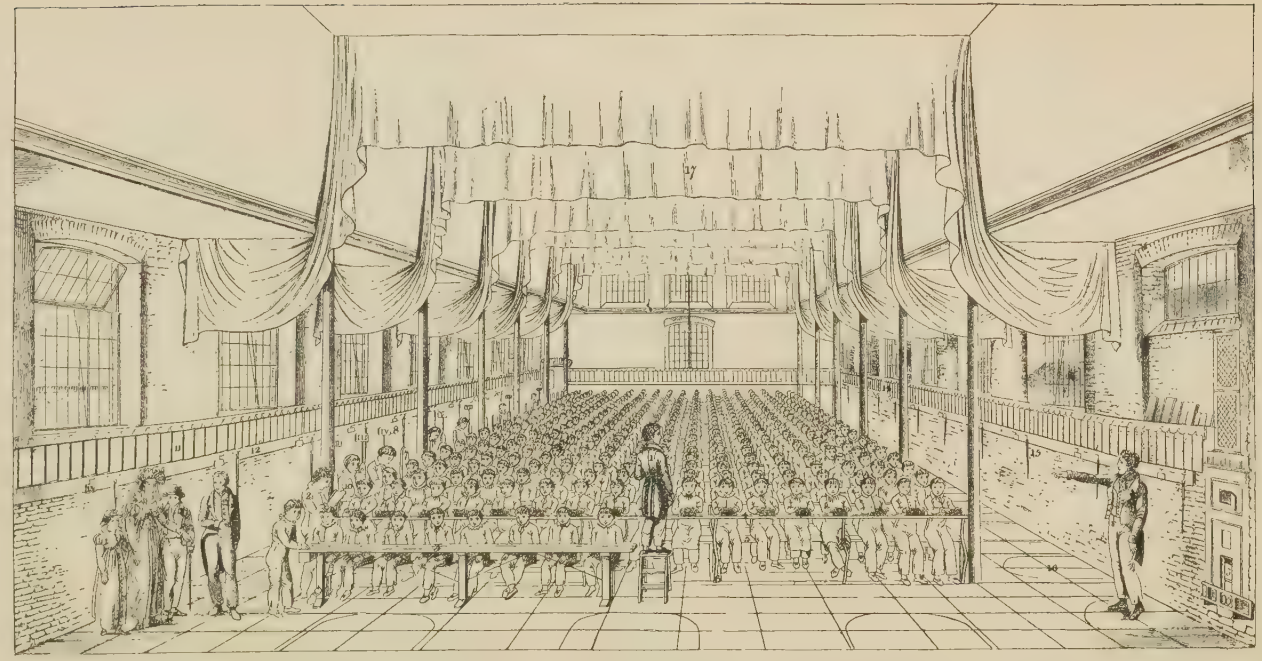
[EXPLANATION:—Figure 1 shows a class seated on a Form (5) at a writing desk (4). Figure 2 shows five monitors giving instruction to five classes. The boys are assembled at the draft stations (16), their toes to the lines cut in the floor. With Pointers (15) the monitors are giving instruction from Lessons (11) suspended from the lesson Rail (12)].

4 The "Intellectual System" of Wood a protest. (Gill, 202–210.)

a Knowledge of the child.

b Necessity of the teacher being instructed.

c Interrogation; explanation.



INTERIOR OF THE CENTRAL SCHOOL OF THE BRITISH AND FOREIGN SCHOOL SOCIETY,

Borough Road, Southwark, showing 365 pupils seated.

(From *Manual of the System of Instruction pursued in the Model Schools*, B. & F. School Society, London, 1831.)

[EXPLANATION:—1, General Monitor of order. 2, Monitors of classes. 3, First class, or sand desk. A space five inches wide confines the sand, leaving a space of four inches to support the child's arms. 4, Writing desks. The heights of these vary according to the size of the children. 5, Forms, or benches, also varying in height. 6, Iron supports, straight for the forms, but adjusted for the knee in the case of the desks. 7, Standards. The breadth of the desk, and rising eighteen inches above it. From these the class marks and battledores are suspended. 8, Telegraphs, or class numbers, supported on a rod from the top of the standard. 9, Slates, held in position for inspection by the monitors. 10, Battledores, containing the words to be written from dictation. 11, Lessons not in use. 12, Rails for supporting the lessons. The top of the top rail is six feet from the floor. 13, First boy badges, to be held by the first boy in the draft. 14, Class lists for mustering. 15, Pointers. 16, Draft stations. 17, Baize, to check the reverbation of sound.]

III INFLUENCE OF THE REFORMERS.

1 Richard and Maria Edgeworth's *Practical Education* [1798].
  a System of education described; principles laid down. (Gill, 48–64.)
2 Pestalozzi's work as expounded by Charles Mayo and his sister. (Gill, 85–93.)
3 Samuel Wilderspin and the beginning of Infant Schools. (Gill, 76–85; *Hill, I, 169–196; Leitch, 166–185.)
  a Robert Owen's Infant School at Lanark [1816].
  b Wilderspin's first school at Spitalfields [1820].
    1) Nature of his work.
    2) His principles and ideas.
  c The "Home and Colonial Infant Society" [1836]. (Gill, 93–154.)
    1) Aim and work of this Society.
    2) Improvements in training.
4 David Stow and his *Training System of Education* [1840]. (Gill, 210–264; Leitch, 186–238.)
  a Beginnings.
  b His ideas and principles.
  c Method of instruction.
  d Mistakes and absurdities.
5 Froebel and the Kindergarten system. (Syllabus, p. 224.)
  a First English Kindergarten [1851].

IV WORK OF EDUCATIONAL SOCIETIES. (Bremner, pt. 1, sect. i; Craik, chs. i, ii; *Hill, I.)

1 "The Royal Lancastrian Institution" [1808].
  a This became "The British and Foreign School Society" in 1814. (Barnard's Jr., X, 371–380.)
    1) The Lancastrian System; Dissenters.
  b Manual of Instruction used in the Model Schools. (Barnard's Jr., X, 381–434; B. and F. S. Soc. Manuals.)
  c Normal Schools. (†Barnard; Barnard's Jr., X, 435–460.)
2 "The National Society for Promoting the Education of the Poor" [1811]. (B. and F. S. Soc. Manuals; Gregory.)
  a This Society practically a successor of I, 2.
    1) Bell's system; Church of England.
  b Manual of School Methods used. (Barnard's Jr., X, 503–530.)
  c Normal Schools. (†Barnard; Barnard's Jr., IX, 170–200; X, 531–574.)
3 Other educational societies. (Adams, chs. ii–v; Cornwallis; Spalding, 13–16.)

1824 "London Infant School Society" founded by Brougham.
1826 "Society for the Diffusion of Useful Knowledge" founded by Brougham. The *Journal of Education.*
1836 "Central Society of Education" founded. Its work.
1836 "Home and Colonial Infant Society" founded. Beginning of a Pestalozzian training college.
1837 "Educational Committee of the Wesleyan Conference established."
1843 "Congregational Board of Education" formed.
1844 "Ragged School Union" founded. (Cornwallis.)
1845 "Catholic Institute"; 1847, the "Catholic Poor-School Committee."
1847 "Lancashire Public School Association" formed; 1850, the "National Public School Association."
1867 "Birmingham Education Aid Society."
1868 The Manchester Conference; 1869, formation of "The League."

4 Schools founded.

Statistics as to 10,595 Elementary Schools founded by the Religious Societies (Census Returns, 1851).

Date.	Total Number of Schools.	The National Society, or Church of England Schools.	British and Foreign Schools Society.	Independents, or Congregationalists.	Wesleyan Methodists.	Roman Catholics.	Baptists.	Other Religious Bodies.
Before 1801	766	709	16	8	7	10		
1801–1811	410	350	28	9	4	10		
1811–1821	879	756	77	12	17	14		
1821–1831	1,021	897	45	21	17	28		
1831–1841	2,417	2,002	191	95	62	69		
1841–1851	4,604	3,448	449	269	239	166		
Not stated.	498	409	46	17	17	14	131	331
Totals.	10,595	8,571	852	431	363	311	131	331

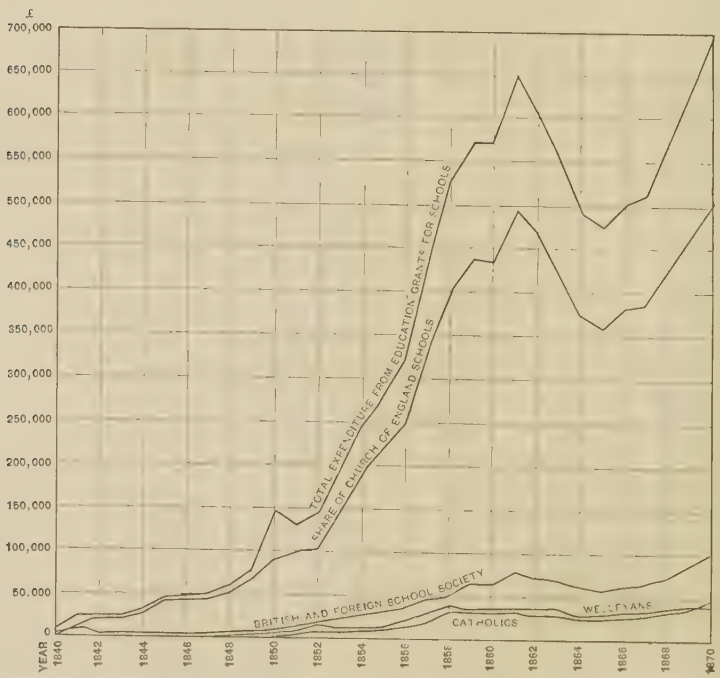
V ELEMENTARY EDUCATION BEFORE 1870. (Craik, chs. i–iv; Fraser; *Hill, I; *Kay; †Kay, ch. ii; *Kay-Shuttleworth; †Kay-Shuttleworth; Traill, VI, 620–634; †Ware, ch. ii.)

1 Conditions in 1833 and in 1851. (*Hill, I, [1836]; *Sadler and Edwards, II, 441–463.)

(Compiled from data given by *Sadler and Edwards.)

Items.	1833.	1851.
(1) Population of England and Wales	14,400,000	17,927,609
(2) Middle and upper classes population	2,000,000	2,489,945
(3) Laboring class population	12,400,000	15,437,664
(4) Population 3–12 yrs. of age of (2)	420,000	522,888
(5) Population 3–12 yrs. of age of (3)	2,604,000	3,241,919
(6) Number of schools for children of (2)	14,897	16,324
(7) Number of schools for children of (3)	24,074	29,718
(8) Pupils of class (2) in schools	481,728	546,396
(9) Pupils of class (3) in schools	795,219	1,597,982
(10) Percentage of children of class (2) at school to population 3–12 yrs. of age of class (2)	114.6	104.4
(11) Percentage of children of class (3) at school to population 3–12 yrs. of age of class (3)	30.5	49.2

2 The Newcastle Commission Report of 1861. (Adams, 179–185; Holman, 151–161; *Sadler and Edwards, II, 464–470.)
   a Percentage, age, and length of attendance.
   b Subjects and amount of instruction.
   c The prime object of instruction.
   d Different kinds of schools and their value.
3 Government aid to schools.
4 Government inspection of schools. (Arnold.)
5 The training of teachers.
   a Training colleges. (Barnard's Jr., IX, 170–200.)
   b The apprentice system.
6 The religious question.



EXPENDITURE FROM THE EDUCATION GRANTS IN GREAT BRITAIN, 1839–1870.

Between 1833–1839 no Government regulation of grants. The above figures do not include administration expenses, or grants made to Scotland (about the same in amount as the Br. & F. S. Soc.) or to the Parochial Schools Union (very small). (Prepared from a table in *Eng. Educ. Dept. Sp. Rep.*, II, 530.)

VI THE HISTORY OF GOVERNMENTAL AID, 1807–1870. (Adams, chs. iii–v; Balfour, Introd., 1–21; Barnard's Jr., XXVI, 561–576; †Barnard, 721-890; Craik, chs. ii–iv; Gill, ch. v; Holman, chs. iii, iv, vii, viii; Maltbie, ch. v; *Sadler & Edwards, II, 471–498, for digest of bills 1843–1870; †Sadler & Edwards, 9–13; Sharpless, ch. i; Spalding, 16–24; Ware, ch. iii.)

Date.	Proposals, Reports, Etc.	Result.
1807	Whitbread's Parochial Schools Bill introduced. The debate.	Rejected by the House of Lords.
1816	Brougham secured a Parliamentary Committee to inquire into the state of education of the lower classes in London, Westminster, and Southwark.	Report—130,000 children without school accommodations [1818].
1818	Brougham secured a second Committee of Inquiry.	Similar report.
1820	Bill introduced proposing a tax for schools and the granting of Government aid in building school-houses.	Opposed by Dissenters. Withdrawn.
1833	Government aid for building school-houses re-proposed.	£20,000 a year granted. Distributed through the two great Educational Societies.
1834	Committee of Inquiry appointed.	No result beyond statistics.
1835 }	Brougham introduced bills to organize a system of elementary educa-	Bills failed of passage. Educational Inquiry
1837 }	tion.	Committee appointed [1837].
1838	Committee report: the deplorable conditions existing.	Bill of 1839. Education Department created.
1839	Bill to increase the Government grant to £30,000 and to allow all Societies to share. Inspectors to be appointed. Committee of Council on Education established.	Bitter opposition. Carried. Much discussion as to "undenominational education."
1841	Annual grant to establish schools of design in manufacturing districts.	Voted.
1843	Sir Jas. Graham's Factory Bill. (*Sadler & Edwards.)	Opposed by the Dissenters and defeated.
1843	Address to the Crown on condition of the working classes.	No Parliamentary action.
1846	Yearly grant extended to the maintenance of schools.	Gradual increase in the yearly grants.
1846	Denominational system in elementary education discussed in Council. Minute and Regulations on training of pupil teachers.	Recognized by the Council. Pupil-teacher system definitely established. Certificates to teach.
1847	Government proposals for nationalizing education.	Carried, despite violent religious opposition.
1850	Fox's Bill to make education free and compulsory.	Defeated.
1853	The Government proposed a small local rate in aid of schools. (*S. & E.)	Bill dropped after the first reading.
1853	Department of Science and Art created, and National Art Training Schools established.	Promotion of elementary education in art and science, particularly after 1859.
1855	Three educational Bills introduced. Local rate proposed. (*S. & E.).	Failure to agree. All withdrawn.
1856	Commons asked to declare in favor of rate aid and local Boards. An Educational Bill introduced. (*S. & E.)	First Bill tabled. Second Bill withdrawn.
1854–7	Religious test for A.B., degree abolished in the English Universities.	
1858	A Royal Commission asked for.	The Newcastle Commission created. Its Report [1861].
1861	No acceptable scheme reported. Code of 1861.	No advance. "Payment by results" begun.
1867	The Government introduced proposals as to education. (*S. & E.)	Voted down.
1868	Government Bill proposing changes in distribution and larger grants. (*S. & E.)	Parliament adjourned without action.
1869	Two Educational Bills introduced.	Withdrawn at the request of the Government.
1870	The Elementary Education Act of 1870.	Much amended and passed. Beginning of a National system of education.

VII THE BEGINNINGS OF NATIONAL EDUCATION. (Arnold; Balfour, ch. I, A; Bremner, pt. 1, sect. i; Ellis and Griffith; Escott, ch. xvi; Holman, ch. ix; Maltbie, ch. v; Morley; Ross, ch. ii; Spalding; *Ware, ch. i; for all acts of Parliament relating to any phase of education, from 1870–1900, see Organ, larger edition, Appendix.)

1 The Elementary Education Act of 1870. (Adams, chs. vi–viii; Balfour, 21–24; Barnard's Jr., XXVI, 577–598; Craik, ch. v; Holman, chs. ix, x; Morley; *Sadler and Edwards, II, 497–498.)

a The original provisions.

1) The opposition.

b As amended and adopted. (Mackenzie, 158–209; Morley, 167–174; Organ, Appendix; 33 and 34 Vict., ch. 75.)

2 Subsequent progress. (Macnamara.)

a The amendments of 1873 and 1876 [Lord Sandown.) (Balfour, 28–30; Craik, ch. vi.)

1) The laws in full. (Mackenzie, 210–256; Organ, Appendix; 36 and 37 Vict., ch. 86; and 39 and 40, ch. 78.)

b The amendments of 1880 and 1882 [Mr. Mundella]. (Craik, ch. vi; Organ, Appendix.)

1) Education fully compulsory after 1880. (†Sadler and Edwards, 17–21.)

c The Technical Education Commission of 1884 leading to the Technical Education Acts of 1889. (Organ, Appendix; 52 and 53 Vict., ch. 76.)

d The Free Elementary Education Act of 1891. (Educ. Rev., II, 303–307, [text of]; Mackenzie, 265–269; Organ, Appendix; 54 and 55 Vict., ch. 56.)

1) Elementary education now practically free.

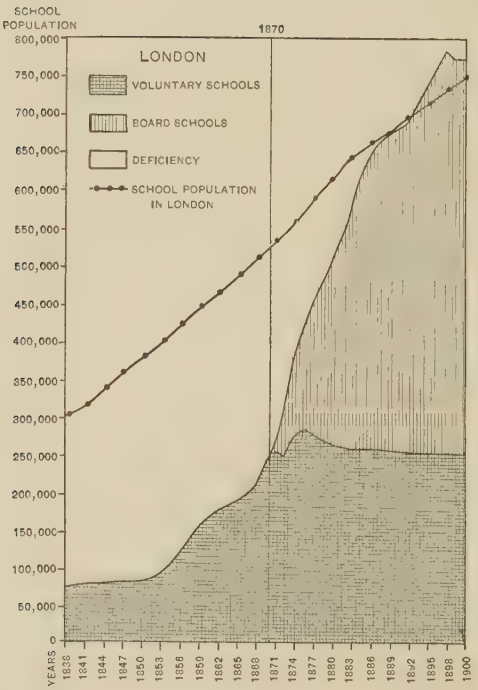
e The proposed bill of 1896 and its significance. (Rep. U. S. Com. Educ., 1895–1896, I, 79–121.)

f The Elementary Education Act of 1900. (†Fitch; Organ, Appendix; 63 and 64 Vict., ch. 53.)

g Slow but substantial progress since 1870. (Balfour, ch. I, A; Butler; Craik, ch. vi; Rep. U. S. Com. Educ., 1895–1896, I, 79–121; †Sadler and Edwards, I, 2–9; Spalding: *Ware, ch. 1.)

1) Extension of governmental control through more and more detailed instruction as to inspection. (Holman, chs. ix, x.)

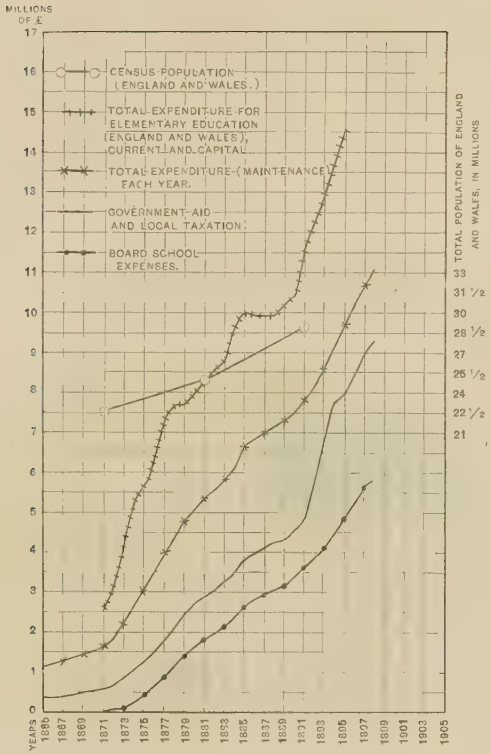
2) Addition of new subjects; increase of attendance, etc. (Rep. U. S. Com. Educ., 1899–1900, I, 1200–1203.)



WORK OF THE SCHOOL BOARDS IN PROVIDING SCHOOL ACCOMMODATIONS.

London taken as a type. (After a chart by Spaulding.)

In 1872, the first year in which the Board Schools made returns, the average attendance in Voluntary and Board Schools was 1,327,432 and 8,726 respectively; in 1898 the returns were 2,481,254 and 2,072,911 respectively. Note the deficiency in school accommodation in 1838, and that the Voluntary schools made no appreciable gain on this deficiency up to 1870.


MILLIONS OF £
CENSUS POPULATION (ENGLAND AND WALES.)
TOTAL EXPENDITURE FOR ELEMENTARY EDUCATION (ENGLAND AND WALES), CURRENT AND CAPITAL.
TOTAL EXPENDITURE (MAINTENANCE) EACH YEAR.
GOVERNMENT AID AND LOCAL TAXATION.
BOARD SCHOOL EXPENSES.
TOTAL POPULATION OF ENGLAND AND WALES, IN MILLIONS
YEARS

INCOME AND EXPENDITURE FOR ELEMENTARY SCHOOLS.

Based on the returns made for Day Schools and Evening Continuation Schools inspected for Annual Grants. (Compiled from statistics given in the English Education Department Annual Reports.)

3 The progress of primary education in Great Britain, as shown by the reduction of the percentage of illiteracy.

(Statistical tables from Balfour, Appendix A.)

Year.	Percentage of Persons Married who Signed the Register by Mark. (Registrar-General's Returns.)						Year.	Percentage of Persons Over Five Years of Age in Ireland. (Census.)	
	England and Wales.		Scotland.		Ireland.			Unable to Read or Write.	Able to Read but not to Write
	Men.	Women.	Men.	Women.	Men.	Women.			
1841	32.7%	48.9%					1841	53%	19%
1851	30.7	45.2					1851	47	20
1861	24.6	34.7	10.6%	21.3%			1861	39	20
1871	19.4	26.8	10.0	19.6	37.5%	45.2%	1871	33	17
1881	13.5	17.7	7.1	13.9	26.1	30.7	1881	25	16
1891	6.4	7.3	3.4	5.3	19.4	19.4	1891	18	11

4 The progress of education in England as shown by the number of years of schooling that each individual of the population received at the different dates. (From the Eng. Educ. Dept. Report, 1897–1898, p. ix.)

Date	1870	1880	1890	1897
Years of schooling	2.55	5.19	6.13	7.05

Development of the Board Schools.

(Tables from *Rep. U. S. Com. Educ.*, 1899-1900, I, pp. 1185, 1191.)

1. As shown by the number of children in average attendance in public elementary day schools, board and voluntary, inspected during the years 1870–1899.

Year ending Aug. 31.	Board.	Voluntary.	Board.
1870		1,152,389	0.0%
1871		1,231,434	0.0
1872	8,726	1,327,432	0.7
1873	69,983	1,412,497	4.7
1874	138,293	1,540,466	8.2
1875	227,285	1,609,895	12.4
1876	328,071	1,656,502	16.5
1877	427,533	1,723,150	19.9
1878	559,078	1,846,119	23.2
1879	669,741	1,925,254	25.8
1880	769,252	1,981,664	28.0
1881	856,351	2,007,184	29.9
1882	945,231	2,069,920	31.3
1883	1,028,904	2,098,310	32.9
1884	1,115,832	2,157,292	34.1
1885	1,187,455	2,183,870	35.2
1886	1,251,307	2,187,118	36.4
1887	1,315,461	2,211,920	37.3
1888	1,378,006	2,236,961	38.1
1889	1,424,835	2,257,790	38.7
1890	1,457,358	2,260,559	39.2
1891	1,491,571	2,258,385	39.8
1892	1,570,397	2,300,377	40.6
1893	1,688,668	2,411,362	41.2
1894	1,777,797	2,448,037	42.1
1895	1,879,218	2,445,812	43.4
1896	1,956,992	2,465,919	44.2
1897	2,016,547	2,471,996	44.9
1898	2,072,911	2,481,254	45.5
1899	2,137,805	2,499,133	46.1

2. Progress in average expenditure (on maintenance only) per scholar in average attendance.

Year ending August 31.	Board Schools.			Voluntary Schools.		
	£	s.	d.	£	s.	d.
1870				1	5	5
1871				1	5	6¾
1872	1	8	4½	1	7	5
1873	1	14	5½	1	9	11¾
1874	1	15	4½	1	10	10½
1875	1	16	11	1	11	10¼
1876	2	1	4½	1	13	5¼
1877	2	1	4½	1	13	9
1878	2	1	9½	1	14	0
1879	2	2	0¾	1	14	6
1880	2	1	11¾	1	14	7¾
1881	2	1	6	1	14	11½
1882	2	1	6½	1	14	6¾
1883	2	1	3½	1	14	10½
1884	2	1	8½	1	15	2
1885	2	5	4	1	15	9½
1886	2	4	11¾	1	16	4½
1887	2	4	7½	1	16	4½
1888	2	4	7½	1	16	4
1889	2	4	6½	1	16	4½
1890	2	5	11½	1	16	11½
1891	2	7	1¾	1	17	8
1892	2	8	4¾	1	17	9½
1893	2	8	1½	1	17	6¼
1894	2	8	9¾	1	18	1¾
1895	2	10	1¾	1	18	11¼
1896	2	11	11¾	1	19	6¾
1897	2	13	2½	2	0	6
1898	2	13	9½	2	2	4¾
1899	2	15	7	2	5	1¼

VIII THE SECONDARY SCHOOL PROBLEM. (Acland and Smith; Aronstein; Bremner, pt. 1, sect. ii; Browning, ch. xii; §Fitch; Parker; Ross, ch. vi; Sharpless, chs. iv–vi; *Ware.)

1 The secondary school system as established by 1600. (Syllabus, sect. XXVIII.)

2 The different kinds of secondary schools now in existence.

a "Public Schools." (Corbin; Staunton; Syllabus, sect. XXVIII.)

b "Grammar Schools."

c The Proprietary Schools.

d Technical Schools.

e Higher Elementary Board Schools. (Rep. U. S. Com. Educ., 1899–1900, I, 1210–1227.)

f Girls' Schools.

3 History and nature of each. (Aronstein; Syllabus, sect. XXVIII.)

a Nineteenth century progress.

1) Work of Arnold, Thring, and others in the Public Schools. (Aronstein, pt. ii; Carlisle; *Fitch; Keep; Parkin; Selfe; Skrine; Smith; Stanley.)

4 The Report of the Queen's Commission [1861–1864] on Public and Endowed Schools. (Report, I; Aronstein, pt. iv; Barnard's Jr., XV, 81–117; Staunton.)

a Recommendations of this Commission. (Report, I; Aronstein, 72–75; Barnard's Jr., XV, 113–117; Staunton, xlix–lvi.)

b The Endowed Schools Act of 1869. (Organ, Appendix; 32 and 33 Vict., ch. 56.)

5 Matthew Arnold's Reports on Secondary Education. (Arnold; *Fitch, chs. ix, x.)

6 The Commission of 1894–1896. (Aronstein, 80–81; ††Fitch; Rep. Com. Sec. Educ., I; Rep. U. S. Com. Educ., 1894–1895, I, 583–620, and with accompanying papers, 620–712.)

a Its recommendations.

7 The new Board of Education [1899]. (†Fitch; †Hill, VII, 1–10; Rep. U. S. Com. Educ., 1898–1899, I, 42–47; 1899–1900, I, 1223–1227.)

8 The present condition of Secondary Education. (Acland and Smith; Aronstein, pt. ii; †Fitch; §Fitch; †Hill, VI, VII, X; Rep. Com. Sec. Educ., I, Pt. 2, 19–80.)

a Resources for national secondary education. (*Ware, ch. ii.)

b Organization of resources; the duty before the nation. (Acland and Smith; Scott, chs. i, ii.)

IX THE ENGLISH UNIVERSITIES.

1 Nineteenth century history and present status. (Balfour, ch. III, A; Campbell; Parker; Rep. U. S. Com. Educ., 1899–1900, I, 1230–1244; Timbs.)
2 The Universities Commission of 1872, leading to the revised Statutes of 1881. (Organ, Appendix.)
3 The outlook.
4 The reconstructed University of London. (†Hill, VII, 507–519.)

X THE DIFFICULTY OF EDUCATIONAL REFORM IN ENGLAND. (All articles by Fitch; †Hill; Holman, ch. xi; Macnamara; Rep. U. S. Com. Educ., 1899–1900, I, ch. xviii; *Ware, ch. xi.)

1 Influence of tradition. (Scott.)
2 Public conscience not yet thoroughly awakened.
3 Church envy and jealousy. (**Fitch.)

XI PRESENT STATUS OF ENGLISH EDUCATION. (Balfour, chs. I, A, II, A; Bremner; Macnamara; Organ; Rep. U. S. Com. Educ., 1899–1900, I, ch. xviii; Ross, chs. ii–vi; Sharpless, chs. ii–vi; Spalding; Stanley; *Ware.)

1 The system of administration.
  a The Education Department of 1900 superseding the Committee of the Council on Education and the Department of Science and Art. (Act of 1899:—Organ, Appendix; 62 and 63 Vict., ch. 33.)
  b The Royal Inspector.
  c Local administration.
2 Infant Schools. (Bailey.)
3 Elementary Schools.
  a "Voluntary Schools."
  b "Board Schools." (Balfour; Spalding.)
    1) In cities.
    2) In rural districts.
4 Continuation schools; technical schools. (Balfour; Bremner, pt. 1, sect. iv; Reps. Nat. Assoc. Prom. Tech. and Sec. Educ., 1888 to date; †Sadler and Edwards, I, 54–55; Stanley.)
  a City central schools; higher elementary Board Schools. (Rep. U. S. Com. Educ., 1899–1900, I, 1210–1227.)
  b Day technical schools.
  c Evening schools.
  d Commercial schools. (Heinig.)

5 Special-class schools. (Balfour, 51–70.)
6 "Grammar Schools."
7 "Public Schools." (Arnold; Aronstein; Kegan Paul; Minchin; Rep. Com. Sec. Educ., I; Sharpless, ch. v; Staunton, Introduction.)
8 Secondary education. (Rep. Com. Sec. Educ., I; Scott.)
9 Education of girls. (Bremner.)
10 Support of Schools. (Rep. Com. Sec. Educ., I, 364–372; †Sadler and Edwards, I, 56–63.)
11 Training of teachers. (Sharpless, ch. iii; Stanley, ch. vii.)
a The superannuation act [1898].

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Brief view of the system, with current statistics	1889–1890	237–248
Educational system of Scotland, with good historical survey	1889–1890	187–236
Elementary Education in London and Paris. A comparison.	1889–1890	263–280
Brief view of systems of England and Scotland with current statistics and comparison with (1876) (England) and 1880 (Scotland)	1890–1891	125–134
Secondary and technical instruction in Great Britain	1890–1891	135–150
Educational system of Ireland	1890–1891	151–164
Elementary education in Great Britain and Ireland, 1892	1891–1892	97–104
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Brief view of elementary education in Great Britain	1892–1893	203–208
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The English education bill of 1896, and its importance	1895–1896	79–121
Education in Great Britain and Ireland, with a detailed statement of the development of the English system	1895–1896	123–135
Statistics, legislation, 1897	1896–1897	3–14
Elementary education in London	1896–1897	15–27
Recent proposals pertaining to the administration of the system; to the improvement of the teaching force; the extension of the curriculum; secondary education; universities and colleges	1897–1898	133–167
Brief view of the systems of elementary education in England, Ireland, Wales, and Scotland, with current and comparative statistics; details of current movements; education bill of 1899	1898–1899	3–65
Development of English secondary schools for boys (Aronstein). Table of dates of foundations	1899–1900	45–84
Brief conspectus of the English system of elementary education; current statistics; new legislation; higher elementary schools; secondary education; Universities.	1899–1900	1167–1243

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STATUS OF PRIMARY INSTRUCTION IN EUROPE AS SHOWN BY THE PERCENTAGE OF ILLITERACY.

Group.	Countries (or States).	Per centage.	Date.	Sex.	How Found.	Sources of Information.
Teutonic nations.	German Empire	0.11	1896	Male.	Army recruits.	Imperial bureau of statistics, Berlin.
	Prussia	.16	1896	"	"	"
	Bavaria	.02	1896	"	"	"
	Saxony	.02	1896	"	"	"
	Wurttemberg	.03	1896	"	"	"
	Baden	.02	1896	"	"	"
	Hesse	.10	1896	"	"	"
	Mecklenburg-Schwerin.	.05	1896	"	"	"
	Saxe-Weimar	.00	1896	"	"	"
	Mecklenburg-Strelitz.	.29	1896	"	"	"
	Oldenburg	.10	1896	"	"	"
	Brunswick	.11	1896	"	"	"
	Saxe-Meiningen	.09	1896	"	"	"
	Saxe-Altenburg	.00	1896	"	"	"
	Saxe-Coburg-Gotha.	.00	1896	"	"	"
	Anhalt	.00	1896	"	"	"
	Schwarzburg-Sondershausen.	.00	1896	"	"	"
	Schwarzburg-Rudolstadt.	.00	1896	"	"	"
	Waldeck	.00	1896	"	"	"
	Reuss, senior line	.00	1896	"	"	"
	Reuss, junior line.	.00	1896	"	"	"
	Schaumburg-Lippe.	.00	1896	"	"	"
	Lippe	.00	1896	"	"	"
	Lubeck	.00	1896	"	"	"
	Bremen	.00	1896	"	"	"
	Hamburg	.00	1896	"	"	"
	Alsace-Lorraine	.10	1896	"	"	"
	Sweden and Norway	.11	1893	"	"	Hübner's Annual Tables.
	Denmark	.54	1891	"	"	"
	Finland	1.60	1892	Male and female over 10 years.	Census.	"
Mixed Teutonic.	Switzerland	.30	1897	Male.	Army recruits.	Schweizerische Lehrerzeitung
	Scotland	3.57	1893	Male and female.	Signing marriage certificates.	Statesman's Yearbook.
	Netherlands	4.00	1897	Male.	Army recruits.	Hübner's Annual Tables.
	England	5.80	1893	Male and female.	Signing marriage certificates.	Statesman's Yearbook.
Romanic, Teutonic, Magyaric mixture.	France	4.90	1897	Male.	Army recruits.	Levasseur's Statistique.
	Belgium	12.80	1897	"	"	Hübner's Annual Tables.
	Austria	23.80	1895	"	"	Army Returns.
	Ireland	17.00	1893	Male and female.	Signing marriage certificates.	Statesman's Yearbook.
	Hungary	28.10	1894	Male.	Army recruits.	Army Returns.
	Greece	30.00	1897	Male and female.	Census.	Hübner's Annual Tables.
	Italy	38.30	1895	Male.	Army recruits.	"
	Portugal	79.00	1890	Male and female.	Census.	"
	Spain	68.10	1889	Male.	Army recruits.	"
Slavic nations.	Russia	61.70	1894	"	"	"
	Servia	86.00	1890	"	"	"
	Roumania	89.00	1892	"	"	"

(From *Rep. U. S. Com. of Educ.*, 1899-1900, I, p. 785.)

XL EUROPEAN INFLUENCES ACTING ON AMERICAN EDUCATION.

[NOTE:—This section is not intended to be more than a syllabus outline of the principal foreign influences which have affected American education, with a few statistical tables on the development of American systems since the establishment of a National Bureau of Education. It is in no sense intended as an outline of the history of education in America. The bibliography attached embraces but a few titles.]

A EARLY FOUNDATIONS.

I EARLY EDUCATIONAL FOUNDATIONS IN COLONIAL AMERICA.

1 New England and Virginia.

a State of education in England in the 17th century. (Syllabus, sect. XXVIII.)

b The Puritans of Massachusetts Bay. (*Martin, 1–89.)

1) English education transplanted. (*Hinsdale, I, 592–594; *Martin, 1–12.)

a) Boston Latin School [1635].

b) Harvard College [1636].

c) Elementary education began as a function of the home, and in dame schools.

2) Transformation of English education.

a) Great influence of the Puritan religion. (Ford, 2–3.)

1] Need of an educated ministry and laity.

b) Elementary education became an important concern.

1] Ordinance of 1642. (†Hinsdale, 1231.)

2] Probable influence of Comenius. (*Hinsdale, 591.)

c) Organization of school systems. (Clews, 58–69.)

1] Ordinance of 1642.

c Spread of the movement to other New England colonies.

1) The Connecticut law of 1650. (†Hinsdale, 1240–1242.)

2) The New Haven law of 1655. (†Hinsdale, 1243–1245.)

3) The Plymouth laws of 1658 and 1672. (†Hinsdale, 1238–1239.)

4) The New Hampshire law of 1693. (Clews, 164–168.)

d Causes of the educational leadership of New England. (†Martin, 404–405; Ford, 2–3; Fiske, 140–144.)

e The Virginians. (Eggleston, ch. v.)

1) Early educational projects. (Eggleston, 219–221.)

a) Henrico college. Influence of John Brinsley. (Syllabus, p. 170.)

2) The first Schools. (Eggleston, 221–223.)
a) Secondary bequests and foundations.
b) Private elementary schools.
c) The College of William and Mary [1693].
3) Other methods of education.
a) Tutorial system.
b) Indentured servants.
c) Education of children in European schools.

2 The Quakers of Pennsylvania. (Powell, 27–33; Wickersham, 19–50.)
a William Penn attempts to establish an educational system.
1) The Great Law of 1682. (Wickersham, 32–36.)
2) The Law of 1683. (Wickersham, 39–41.)
3) The William Penn Charter School [1689]. (Wickersham, 41–50.)
b Attitude of the Quakers toward higher education.

3 The educational contribution of the Dutch.
a State of education in Holland in the 17th century. (Campbell, I, 158–162; †Fiske, 16–19.)
b Schools founded in New Amsterdam. (Boese, 11–14; Randall, 3–5.)
1) The first elementary school in America.
a) The school of Adam Roelandsen [1633].
2) The earliest secondary school in New Amsterdam.
a) The Dutch Latin School [1659].
c Possible influence of the Dutch on the English Puritans. (Campbell, I, 481–509, II, 405–467; Draper; †Fiske, 30–35; ‡Martin; ‡Martin.)
1) Of Holland on England.
2) Of New Amsterdam on New England.

4 The educational influence of the Scotch-Irish. (Campbell, II, 479–480.)
a Their contribution to higher education in America. (Adams, 227, 230, 293–299.)
1) Influence on Princeton College.
2) Founded Washington and Lee University, Va., and Hampden-Sidney College.
b They fostered the movement for schools in the Southern colonies, —North Carolina, Virginia, Tennessee, and had an important influence on the spread of education in the South and West. (Adams, 292–294; Bush, 11; Campbell, II, 480–486; Meriwether, 18; Powell, 38–39.)

5 Schools founded by the Moravians and Swedes. (Powell, 11–21; Smith, 46–47.)

B Later English Influence.

I THE EARLY ENGLISH ACADEMY MOVEMENT.

1 The Non-Conformist Academies of England.
2 Probable English origin of the idea and name. (*Brown, VI, 225–232; †Brown; *Martin, 119–120; Steiner, 47–48.)
3 The work of Benjamin Franklin. (*Brown, VI, 225–232; Wickersham, 58–63.)
  a His *Project for an Academy.*
  b Founded the first Academy at Philadelphia [1751].
4 Influence of George Whitefield. (*Brown, VI, 228–230.)
  a His widespread influence in America.
  b His proposal to add an Academy to his Georgia Orphan House [1767].
5 Character of the English and American academies. (*Brown, VI, 226–232, 533–534.)
  a Course of study.
  b Theological bent. Philips Academy at Andover.
6 Academies founded in great numbers after the Revolution.
  a Centers of influence.
  b State systems of academies.
    1) The University of the State of New York.
7 Some lasting effects of the academies. (*Brown, VI, 533–536, VII, 112; †Brown; Martin, 127–134.)
  a Influence on the college curriculum.
  b Influence on the later normal schools.
    1) Forerunners of the normal schools.
    2) Hall's Seminary for teachers at Philips Andover Academy [1830].
  c Higher education of women.
    1) Coeducational nature of many academies.
    2) Founding of girls' seminaries.
      a) Work of Mary Lyon.
  d Private and public high schools a later development.

II THE SOCIETY FOR THE PROPAGATION OF THE GOSPEL.

1 Its origin and purpose. (Powell, 34–35.)
2 Its work.
  a In New York.
  b In Maryland. (Powell, 75.)
  c In South Carolina. (Meriwether, 13–14, 18, 109.)

3 Attempts to educate the lower races.
  a The Indians. (Clews, 15–16; Stockwell, 416–417.)
  b The negro slaves. (Powell, 35.)
4 Other societies founded in imitation of this society.

IV THE SUNDAY SCHOOL MOVEMENT IN AMERICA.

1 Early religious instruction in America. (‡Brown, 17–19.)
  a In the home.
    1) The Massachusetts law of 1642.
    2) The Connecticut law of 1650.
  b In the school.
  c In the church.
    1) Vote of Plymouth Church [1680].
2 The First Sunday Schools.
  a All education largely religious in purpose.
  b Few special religious schools conducted.
    1) Among the Puritans of New England. Plymouth [1669]; Roxbury [1674]; Bethlehem, Conn. [1740].
    2) Among the Dunkers of Pennsylvania. Ephrata [1740].
3 Raikes' system introduced.
  a Robert Raikes and the Sunday School in England. (Syllabus, p. 263.)
  b Conditions preceding its introduction into America.
    1) Decrease of the enthusiasm for learning and religious instruction. (*Martin, 69–73.)
      a) Increasing sectarianism.
      b) Growing secularization of education.
  c Nature of the Sunday Schools.
    1) Education both secular and religious.
    2) Object to educate the ignorant and vicious.
  d Schools established by individuals. (‡Brown, 21–22, 231–233; Tolman, 16; Stockwell, 31.)
    1) School at the house of Thos. Crenghaw, Hennaver County, Va. [1786].
    2) School for African Children, Charleston [1787].
    3) Katy Ferguson's School for the Poor, N. Y. [1793].
    4) Samuel Slater's Factory Sunday School, Pawtucket, R. I. [1797].
4 Church control of Sunday Schools. (‡Brown, 22–24.)
  a Rise of private schools stimulated the churches to action.
    1) John Wesley and the Methodists.
    2) The Universalists. Other denominations.

b Influence of the increased church interest on the nature of the Sunday school [Early 19th century].
1) Church soon superseded private control.
2) Religious instruction superseded secular.
3) Schools open to all instead of to only the poor and lowly.
4) Voluntary teachers.

5 Further growth through the agency of the Unions. (‡Brown, 24–38.)

"The First Day, or Sunday School Society of Philadelphia" [1791].
"The Evangelical Society of Philadelphia" [1808].
"The Female Union Society for the Promotion of Sabbath Schools," New York [1816].
"The New York Sunday School Union" [1816].
"The Boston Society for the Moral and Religious Instruction of the Poor" [1816].
"The Philadelphia Sunday and Adult School Union" [1817].
"The American Sunday School Union" [1824].

6 Influence of the movement on education. (Wightman, 11–17.)
a Stimulating influence on public primary education.
b The later secularization of public education made easier to accomplish.

IV THE LANCASTRIAN MOVEMENT IN AMERICA.

1 Work of Bell and Lancaster in England. (Syllabus, sect. XXXIX.)
2 The method introduced in New York [1806]. (Boese, 27, 31–34; Bourne, 9–20; Randall, 28–32.)
a "The Free School Society."
1) Visit of Benj. D. Perkins to Borough Road School, London.
2) Appropriation Act passed by the State Legislature.
b Perfecting the system of instruction.
1) Charles Picton arrived from England.
2) Joseph Lancaster lectured on his method.
3) Shepherd Johnson sent to Philadelphia to observe and report [1818].
c Plan outlined for the training of teachers.
d Spread of the system to other societies.
1) "The Manumission Society."
2) "The Female Association."
3) Dutch Reformed, Catholic, and other religious Societies.
3 Adoption of the method in Pennsylvania.
a Introduced by private initiative.
1) Thomas Scattergood's Charity Schools.
2) James Edward's School [1817].
3) Lectures by Edward Baker.

b Incorporation into school systems.
1) The city of Philadelphia [1818].
2) The counties of Dauphin, Cumberland, Lancaster, and Allegheny [1821].
3) The City of Lancaster, and other incorporated boroughs [1822].
c Schools for the training of teachers. (Wickersham, 610–611.)
1) Establishment of model and practice schools [1818].
2) Philadelphia a center of supply for Lancasterian teachers.
3) "Pennsylvania Society for the Promotion of Public Schools" sent many teachers elsewhere [1828].
d Invitation to Joseph Lancaster to assist and supervise the system in Philadelphia.

4 Joseph Lancaster came to America [1818]. (Bourne, 32, 172–173, 687–688, 693–698; Wickersham, 254–285.)
a Lectured in New York under the auspices of the Public School Society.
b Went to Philadelphia to assist in the organization of the system.
1) Made principal of the model school.
c Went to Baltimore [1821].
d Visited South America on the invitation of General Bolivar [1823].
e Inspected the schools of New York [1838].
f Died at Williamsburg [1838].

5 Further spread of the movement in America.
a In Maryland. (*Steiner, 57–62.)
1) "The Lancaster School Society of Georgetown."
2) The Maryland Act of 1825.
3) The system adopted at Baltimore [1828].
b In Rhode Island. (Stockwell, 254–256, 294.)
1) The system adopted by Newport [1827], and Providence [1828].
2) At Bristol. Storr's Private School [1826]. The town School [1828].
c In Massachusetts. (Wightman, 35–38, 89, 93, 103–104, 116.)
1) Boston primary schools.
a) Option of adoption granted [1818].
b) System introduced into one school in each ward [1827].
c) Further adoption left to ward committees [1828].
2) First intermediate schools established in Boston with this system [1820].

6 Influence of the movement on education.
a Made the concept of a public education for all seem possible.

b Introduced the training-school idea into America, and prepared the way for the State Normal School movement of the next decade.
1) Agitation of Horace Mann and others.
2) The first State Normal Schools in America.

V THE INFANT SCHOOL MOVEMENT.
1 Origin and spread of the movement in England. (Syllabus, sect. XXXIX.)
a Robert Owen and his school at New Lanark [1816]. (Barnard's Jr., XXVI, 411–412.)
b The London Association.
1) Efforts of the Marquis of Lansdowne and Lord Brougham.
c Further development under the influence of Sam'l Wilderspin and the Mayos [1824–1836].
d "The Home and Colonial Infant Society."
e Spread of Infant Schools in England, Ireland, and Scotland.
2 Introduction of Infant Schools into Pennsylvania. (Wickersham, 285.)
a Individual Infant Schools—Robert Vaux.
b Three Infant School societies formed in Philadelphia [1827–1828].
1) Purpose of their schools.
2) Rapid growth up to 1830.
c Gradual incorporation into school systems.
1) Act of the Legislature permitting controllers to found public Infant Schools.
2) Act authorizing the payment of money to Infant Schools already established [1830].
3) Experimental Infant Model School established [1832].
4) Six additional schools provided for [1834].
5) Thirty primary schools with female teachers established by 1837.
3 Introduction and development in New York. (Boese, 50–53; Bourne, 108; Randall, 72–74.)
a "The Infant School Society" organized [1827]. (Boese, 50.)
b Establishment of the first schools. (Boese, 50–51; Bourne, 658–659.)
1) Pestalozzian ideas dominant.
2) Success of the society schools by 1827.
c The Female Association took up the Infant School idea [1828]. (Bourne, 656–657.)
d Gradual incorporation into the public school system. (Boese, 51–53; Bourne, 108, 149, 658–664.)

1) The Junior Department in Public School No. 8 [1827].
   a) Younger children separated from the older children.
2) Trustees appointed several successive committees [1827].
   a) Favorable report on the new plan [1828].
3) Infant department opened in Public School No. 10 [1828].
4) Second committee appointed to investigate [1829].
   a) Favorable report on Infant Schools [1830]. Report favored female teachers, and opposed the Lancasterian methods.
5) Resolution of the Public School Board [1830].
   a) Junior and Infant Departments to be called Primary Departments.
   b) Steps taken toward the establishment of such departments in every building.
   c) Ten schools organized by 1832 and fifty-six by 1844.
6) Final incorporation into the public school system when the Legislature provided additional means.

4 Spread of the movement elsewhere.
   a Hartford, Conn. [1827]; Boston, Mass. [1828]; Charleston, S. Car. [1828].
5 Results of the movement in America.
   a Organization of primary instruction.
   b Introduced at an opportune time.
      1) Lancasterianism waning.
      2) Small group work replaced mass instruction.
   c Showed the superiority of Pestalozzi's ideas.
      1) Pestalozzian methods superseded the Lancasterian.
   d Tended to dignify educational work.
      1) A deeper philosophic interpretation given to education.
      2) Better trained teachers demanded, and a preference given to female teachers for younger pupils.
         a) This contributed to the Normal School movement.

C French Influence.

I THE BEGINNINGS OF GENERAL FRENCH INFLUENCE. (*Hinsdale, 594–596.)

1 French travelers during the pre-Revolutionary period.
2 Intimate relations of France and America during the Revolution.
   a French officers; French capital; French ideas.
3 American statesmen and French ideas.
   a Franklin; Adams; Jefferson.

4 Chevalier Quesnay de Beaurepaire and "The Academy of Sciences and Arts of the United States of America" [1778–1838]. (Adams, 22–26; *Hinsdale, 597–598.)
  a Its purposes.
  b Widespread interest in the project, in both America and Europe.

II THOMAS JEFFERSON AS A PROPAGANDIST OF FRENCH IDEAS. (*Hinsdale, 598–599.)
1 His wide acquaintance with French ideas and culture.
  a Residence abroad [1784–1789].
  b Part in the "Quesnay project" [1788].
2 His educational activity.
  a The "Bill for the General Diffusion of Knowledge" [1779]. (Adams, 31–32, 41–42, 49.)
    1) Ideas ultimately change the curriculum of Wm. and Mary College.
  b Project for the removal to America of the Swiss College of Geneva [1795]. (Adams, 53–54.)
  c The *Tractate on National Education* issued at Jefferson's request [1800].
  d Part taken in the establishment of the University of Virginia [1825]. (Adams.)

III FRENCH IDEAS IN THE ORGANIZATION OF STATE SYSTEMS OF EDUCATION. (*Brown, VI, 236–238, 527; *Hinsdale.)
1 The educational ideas of the French theorists. (Syllabus, sect. XXXIII.)
2 The University of the State of New York [1784, 1787].
3 The University of Georgia [1785].
4 The "Catholipistemiad," or University of Michigan [1817]. (*Hinsdale.)
5 Late traces in other States.
  a Wisconsin; Louisiana; California; Maryland.

D German Influence.

I BEGINNINGS OF THE GERMAN INFLUENCE.
1 Indirect influence through England. (*Hinsdale, 603–604.)
2 American interest in German education awakened. (*Hinsdale, 604–615, 624–625.)
  a Franklin's visit to Göttingen [1766].

b American students at German universities [1789–1850]. (*Hinsdale for list and dates.)
1) Ticknor; Everett; Bancroft; Cogswell.
c Madame de Stael's *Germany* [1813] awakened interest in German literature and culture.
d Introduction of German into Harvard College [1825].
3 Visits of Americans to the schools of Swiss-German theorists.
a Dr. Cogswell visited Fellenberg at Hofwyl [1818] and Pestalozzi at Yverdon [1818–1819]. (*Hinsdale, 616–620; Wickersham, 658–659.)
b John Griscom visited Pestalozzi [1818–1819].
c Wm. McClure of Philadelphia and C. Cabell of Virginia visited Pestalozzi [1805].
4 Reports on German education of the time which greatly influenced American thought.
a John Griscom's *A Year in Europe* [1819?].
b Victor Cousin's *Report on the State of Public Instruction in Prussia* [1832; Am. Ed., 1835].
c A. D. Bache's *Reports on Education in Europe* [1839].
d C. E. Stowe's *Report on the Primary Schools of Germany* [1839].
5 Great influence of German university ideas and ideals on the American colleges between 1850 and 1870.

II PESTALOZZIANISM IN AMERICA. (Barnard's Jr., XXX, 561–572; Krüsi, 228–248.)
1 The work of Joseph Neef, a disciple of Pestalozzi. (Monroe.)
a Wm. McClure induced him to come to America [1806].
b He opened a school at Philadelphia [1809].
c Later schools in Pennsylvania; Indiana [New Harmony]; and Ohio [1812–1834]. His publications.
2 The Round Hill School [1823–1839]. (*Hinsdale, 616–618; *Educ. Rev.*, ———,————.)
a Founded by Cogswell and Bancroft. Application of the new theories to American education.
3 The Infant School movement an English reflection of Pestalozzianism. (*Barnard, 32.)
4 The Fellenberg Manual Labor movement an application of Pestalozzi's ideas to agriculture and industrial training.
5 Other evidences of the influence of Pestalozzi. (Krüsi, 230–248.)
a The work of the Alcotts, and others.
b The agitation for better trained teachers.
1) Work of the Oswego Normal School.
c Changes in text books and methods of instruction.

III THE FELLENBERG MANUAL LABOR MOVEMENT.

1 The idea in Europe. (Hartwell, 20–21.)
2 Success of Fellenberg and his followers at Hofwyl [1807–1848].
3 Attitude of the Leading American educators. (Boykin, 506; Hartwell, 15–16.)
  a President Wheelock of Dartmouth College.
  b Dr. Benj. Rush of the University of Pennsylvania.
4 Causes leading to its adoption in America. (Boykin, 506; Hartwell, 21.)
  a Educational value of combined industrial and intellectual training.
  b Pecuniary profit from the agricultural and mechanical work.
5 The first schools.
  a School at Lethe, Abbeville District, S. Car. [1797].
  b Gardiner Lyceum, Maine [1823].
  c Fellenberg School, Windsor, Conn. [1824].
6 The most influential institutions.
  a The Oneida Institute of Science and Industry, Whitesboro, N. Y.
  b Andover Theological Seminary, Andover, Mass.
7 More recent developments in America, only indirectly related to the above.
  a The Agricultural and Mechanical Colleges [Land Grant Colleges; Morrill Act, 1862].
  b The Manual Training movement, which owes its origin to Russian and Swedish influences. [Centennial Exhibition, 1876.]

IV FROEBEL AND THE KINDERGARTEN MOVEMENT.

1 The development of the Kindergarten in Germany. (See Syllabus, sect. XXXV, C.)
2 The pioneers in the American movement. (†Barnard, 10–16, 529, 651, 672; Blow, 3–4.)
  a Miss Elizabeth Peabody.
    1) First experimental kindergarten in the public schools [1868].
    2) Efforts leading toward the philanthropic movement.
  b Miss Boelte (Mrs. John Krause) at New York.
    1) First private Kindergarten in Miss Haines School for Young Ladies [1872].
    2) Krause Kindergarten and Normal Class [1873].
3 The philanthropic movement. (†Barnard, 665–672; Blow, 4–5.)
  a The Hill Charity Kindergarten, Florence, Mass. [1874].
  b The Quincy Shaw Kindergartens, Boston [1878].
  c Miss Sarah B. Cooper, Miss Marwedel, and others, and the "Golden Gate Kindergarten Association" of San Francisco.

d Spread of the charity movement to other cities.

4 The movement toward the incorporation of the Kindergarten into the public school system. (†Barnard, 651–653; Blow, 5–10; Harris.)
   a First permanent adoption at St. Louis [1873].
   b Subsequent adoption in many cities.

5 The movement for the establishment of normal schools for Kindergarten teachers. (Blow, 40–42.)

6 Other movements stimulated by the Kindergarten movement.
   a Training for motherhood.
   b Mothers' meetings.
   c Settlement work.

V THE IDEAS OF HERBART.

1 Herbart's contribution to educational theory, and the extension and application of his ideas in Germany. (See Syllabus, sect. XXXV, B.)

2 Awakening of American interest in Herbart's philosophy. (Syllabus, p. 222.)
   a American students in German universities.
   b Translation of Herbart's works into English.
   c Personnel of the American movement.

3 "The Herbart Club" [1892–1901].
   a Its purpose, work, and influence.

E. Selected Statistics.

(From the Report U. S. Commissioner of Education, 1899–1900.)

Increase in School Attendance.

Average number of years of schooling (of 200 days each) that each individual of the population received at the different dates specified in the table, taking into account all public and private schooling of whatever grade.

	1800.	1840.	1850.	1860.	1870.	1880.	1890.	1892.	1893.	1894.	1895.	1896.	1897.	1898.	1899.	1900.
United States..	.41	1.04	2.25	2.17	3.36	3.96	4.46	4.49	4.52	4.72	4.75	4.83	4.93	5.00	4.96	4.99
N. Atlantic Div.					5.06	5.69	6.05	6.18	6.10	6.35	6.47	6.52	6.64	6.75	6.70	6.71
S. Atlantic Div..					1.23	2 22	2.73	2.74	2.79	2.95	2.95	2.93	2.98	3.14	3.05	3.02
S. Central Div. .					1.12	1.86	2.42	2.69	2.64	2.89	2.65	2.70	2.89	2.95	3.15	2.96
N. Central Div .					4.61	4.65	5.36	5.21	5.38	5.57	5.69	5.84	5.87	5.87	5.71	5.94
Western Div....					3.56	4.17	4.57	5.07	4.93	5.01	5.43	5.46	5.78	5.77	5 76	5 82

Increase in the School Term and of Expenditure for Public Education, 1870–1900.

Year.	1. Length of School Term. Average Length of School Term, in Days.						2. School Expenditures Per Capita of Population. Expended Per Capita of Population.						3. School Expenditure Per Capita of Average Attendance. Expended Per Pupil.					
	United States.	North Atlantic Division.	South Atlantic Division.	South Central Division.	North Central Division.	Western Division.	United States.	North Atlantic Division.	South Atlantic Division.	South Central Division.	North Central Division.	Western Division.	United States.	North Atlantic Division.	South Atlantic Division.	South Central Division.	North Central Division.	Western Division.
1870–71	132.1	152.0	97.4	91.6	133.9	119.2	$1.75	$2.38	$0.63	$0.73	$2.14	$2.15	$15.20	$18.31	$10.27	$9.06	$14.87	$21.87
1871–72	133.4	151.9	103.1	97.7	136.1	121.8	1.83	2.40	.68	.81	2.31	2.27	16.03	18.86	10.46	9.08	16.36	23.57
1872–73	129.1	154.6	97.4	89.1	129.6	118.3	1.84	2.44	.68	.74	2.31	2.42	16.06	19.89	9.25	8.39	16.53	25.04
1873–74	128.8	151.8	95.6	81.1	132.6	119.0	1.88	2.51	.76	.68	2.38	2.40	16.85	19.89	9.01	7.35	16.57	24.56
1874–75	130.1	158.7	95.2	81.0	131.6	132.5	1.91	2.55	.80	.73	2.36	2.76	15.91	20.17	8.98	7.51	16.69	26.85
1875–76	133.1	158.0	95.6	82.5	139.1	130.3	1.85	2.45	.79	.55	2.37	2.78	15.70	19.11	8.65	6.70	16.91	26.35
1876–77	132.1	157.2	91.1	80.3	139.8	130.1	1.72	2.29	.72	.51	2.21	2.61	14.61	17.89	7.63	6.25	15.93	24.69
1877–78	132.0	157.6	89.7	86.7	140.1	129.9	1.67	2.15	.70	.56	2.14	2.73	13.67	16.55	7.21	5.98	15.08	25.82
1878–79	130.2	160.1	88.6	81.9	136.1	132.0	1.56	2.03	.63	.55	2.00	2.53	12.97	16.05	6.76	5.65	14.22	23.39
1879–80	130.3	159.2	92.4	79.2	139.8	129.2	1.56	1.97	.68	.55	2.03	2.41	12.71	15.64	6.60	5.40	14.39	22.59
1880–81	130.1	158.7	92.1	82.1	138.8	133.8	1.63	2.08	.72	.58	2.09	2.51	13.61	17.14	7.22	5.72	15.19	23.81
1881–82	131.2	160.6	95.9	82.5	137.1	136.2	1.70	2.11	.78	.64	2.19	2.59	14.05	17.35	7.63	6.25	15.79	24.32
1882–83	129.8	161.0	95.9	82.5	137.1	132.6	1.80	2.22	.82	.68	2.34	2.74	14.55	18.17	7.46	6.17	16.69	25.39
1883–84	129.1	156.0	95.6	85.9	138.6	133.8	1.88	2.25	.84	.74	2.48	2.83	14.63	18.37	7.44	6.26	16.90	24.69
1884–85	130.7	163.1	93.4	87.5	139.1	131.8	1.96	2.38	.88	.82	2.53	2.90	15.12	19.19	7.32	6.74	17.53	26.31
1885–86	130.4	161.6	93.4	86.9	140.4	130.8	1.97	2.36	.88	.87	2.54	2.88	15.06	19.11	7.35	6.93	17.45	25.52
1886–87	131.3	165.9	95.3	87.5	139.5	131.6	1.97	2.35	.90	.87	2.55	2.76	15.07	19.38	7.53	6.88	17.45	24.85
1887–88	132.3	164.4	95.7	87.6	144.0	130.7	2.07	2.48	.95	.87	2.68	2.96	15.71	20.60	7.61	6.60	18.29	27.38
1888–89	133.7	164.1	95.0	88.9	147.5	135.7	2.17	2.59	.98	.94	2.76	3.28	16.35	21.64	7.77	7.12	19.30	29.37
1889–90	134.7	166.6	99.9	88.2	148.0	135.0	2.24	2.76	.99	.97	2.81	3.37	17.23	23.58	7.78	7.28	19.70	30.57
1890–91	135.7	168.1	103.8	92.0	145.8	136.9	2.31	2.79	1.06	1.04	2.85	3.78	17.54	23.66	8.52	7.78	19.12	33.42
1891–92	136.9	169.1	105.3	94.1	146.8	139.1	2.40	2.94	1.07	1.06	2.94	4.03	18.20	24.89	8.74	7.82	20.13	33.55
1892–93	136.3	169.6	103.4	93.0	146.6	138.8	2.48	3.04	1.10	1.06	3.07	3.97	18.58	25.91	8.65	7.72	20.62	33.57
1893–94	139.5	172.3	108.3	97.5	150.2	137.1	2.53	3.14	1.12	1.07	3.20	3.53	18.62	26.21	8.61	7.58	21.29	29.06
1894–95	139.5	172.8	106.5	92.8	150.8	142.1	2.54	3.32	1.13	1.06	3.12	3.49	18.41	26.84	8.58	7.69	20.26	27.82
1895–96	140.5	175.5	107.8	92.2	151.9	142.0	2.60	3.49	1.15	1.07	3.11	3.52	18.76	28.45	8.87	7.60	20.09	27.16
1896–97	142.0	173.3	110.9	96.3	152.8	148.6	2.63	3.61	1.19	1.03	3.07	3.40	18.67	28.77	9.32	7.09	19.75	25.86
1897–98	143.0	174.3	113.8	97.1	152.8	151.7	2.67	3.75	1.19	1.03	3.07	3.81	18.76	29.34	8.97	7.09	19.47	28.29
1898–99[1]	143.2	174.0	112.6	103.2	152.2	148.7	2.67	3.70	1.27	1.03	3.09	3.50	18.99	29.11	9.79	6.92	20.32	26.52
1899–1900[1]	144.6	177.1	112.0	99.7	155.6	145.7	2.83	3.98	1.36	1.05	3.23	4.08	20.29	31.72	10.68	7.31	20.85	30.44

[1] Subject to correction.

PROGRESS OF SCHOOL EXPENDITURE.

State or Territory.	Total Amount Expended for Schools.				Expended Per Capita of Population.			
	1870–71.	1879–80	1889–90.	1899–1900.	1870–71.	1879–80.	1889–90.	1899–1900.
1	2	3	4	5	6	7	8	9
United States	$69,107,612	$78,094,687	$140,506,715	$213,274,354	$1.75	$1.56	$2.24	$2.83
North Atlantic Division	29,796,835	28,538,058	48,023,492	83,465,675	2.38	1.97	2.76	3.98
South Atlantic Division	3,781,581	5,130,492	8,767,165	14,173.185	.63	.68	.99	1.36
South Central Division	4,854,834	4,872,829	10,678,680	14.290,931	.73	.55	.97	1.05
North Central Division	28,430,033	35,285.635	62,823,563	84,802.319	2.14	2.03	2.81	3 23
Western Division	2,244,329	4,267,673	10,213,815	16.542,244	2.15	2.41	3.37	4.08
North Atlantic Division:								
Maine	950,662	1,067,991	1,327,558	1,712,795	1.51	1.65	2.01	2.47
New Hampshire	418,545	565,339	844.333	1,051,265[1]	1.30	1.63	2.24	2.58[1]
Vermont	499.961	446.217	711.072	1,074,222	1.51	1.34	2.14	3.13
Massachusetts	5,579,363	4,983.900	8,286,062	13.826,243	3.73	2.80	3.70	4.93[1]
Rhode Island	461,160	526,112	884,966	1,570,895[1]	2.05	1.90	2.56	3.66
Connecticut	1,496,981	1,408.375	2,157,014	3,189,249	2.74	2.26	2.89	3.51
New York	9,607,904	10,296,977	17,543,880	33,421.491	2.17	2.03	2.92	4.60
New Jersey	2,302.341	1,873.465	3,340,190	6,142.520[1]	2.48	1.66	2.31	3.34[1]
Pennsylvania	8,479,918	7,369,682	12,928,422	21,476,995	2.36	1.72	2.46	3.41
South Atlantic Division:								
Delaware	153,509	207.281	275,000[2]	[2]275,000[3]	1.21	1.41	1.63[2]	[2]1.60[3]
Maryland	1,214,729	1,544.367	1,910,663	2,912,527[1]	1.53	1.65	1.83	2.47[1]
District of Columbia	373,535	438,567	905,777	1,228.133	2.77	2.47	3.93	4.41
Virginia	587,472	946,109	1,604,509	1,971,264[1]	.47	.63	.97	1.08[1]
West Virginia	577,719	707,553	1,198,493	3,215,321	1.26	1.14	1.57	3.35
North Carolina	177,498	376,062	714,900	931,143[4]	.16	.27	.44	.51[4]
South Carolina	275,688	324,629	450,936	894,004	.38	.33	.39	.67
Georgia	292,000	471,029	1,190,354	1,980,016	.24	.31	.65	.89
Florida	129,431	114,895	516,533	765,777	.66	.43	1.32	1.45
South Central Division:								
Kentucky	1,075,000[2]	1,069,030	2,140,678	2,650,190[5]	.80[2]	.65	1.15	1.29[5]
Tennessee	758.000[2]	744,180	1,526,241	1,751.047	.59[2]	.48	.86	.87
Alabama	370.000[2]	500.000[2]	890.000[2]	923.464	.36[2]	.40[2]	.59[2]	.50
Mississippi	950,000	830,705	1,109,575	1,306,186[1]	1.11	.73	.86	.86[1]
Louisiana	531,834	411.858	817.110	1,135,125	.71	.44	.73	.82
Texas	650.000[2]	1,030,000[2]	3,178,300	4.469,014	.74[2]	.65[2]	1.42	1.47
Arkansas	520,000[2]	287,056	1,016,776	1,369,810	1.02[2]	.36	.90	1.04
Oklahoma	.....	.....	.....	686,095	.....	.....	.....	1.72
North Central Division:								
Ohio	6,831,035	7,166,963	10,602,238	13,335,211	2.52	2.24	2.89	3.21
Indiana	2,897,537[2]	4,491,850	5,245,218	8,188.089[1]	1.70[2]	2.27	2.39	3-30[1]
Illinois	6.656.542	7,014.092	11,645.126	17,757,145	2.57	2.28	3.04	3 68
Michigan	2,840,740	2.775.917	5,349,366	6,539,146[1]	2.33	1.70	2.55	2.74[1]
Wisconsin	1,932,539	2,177.023	3,801,212	5,493.370	1.70	1.65	2.25	2.66
Minnesota	960,558	1,328,429	4,187,310	5,630,013	2.06	1.70	3.22	3 21
Iowa	3,269.190	4,484.043	6,382.953	7,978.060[1]	2.70	2.76	3.34	3.63[1]
Missouri	1,749 049	2,675,364	5,434,262	78.16,050	.99	1.23	2.03	2.52
North Dakota	23,000[2]	245.000	626,949	1,440,892	1.29[2]	1.81	3.43	4.52
South Dakota			1,199.630	1.598.557			3.65	3.98
Nebraska	365,520	1,108,617	3.376,332	4,403.222	2.61	2.45	3.19	4.12
Kansas	904,323	1,818,337	4,972,967	4,622,364	2.24	1.83	3.48	3.14
Western Division:								
Montana	35,600[2]	78,730	364,084	854,069	1.62[2]	2.01	2.76	3.51
Wyoming	7,000[2]	28,504	225,000[2]	253,551	.71[2]	1.37	3.71[2]	2.74
Colorado	67,395	395,227	1,681.379	2,793,648	1.44	2.03	4.08	5.18
New Mexico	4,900[2]	28,973	85,000[2]	343,429	.05[2]	.24	.55[2]	1.76
Arizona	0	61.172	181,914	299,730	0	1.51	3.05	2.44
Utah	117,000[2]	132.194	394.685	1,073,586	1.28[2]	.92	1.90	3.88
Nevada	85,000[2]	220,245	161.481	224.622	1.93[2]	3.54	3.53	5.30
Idaho	19.003	38,411	169,020	400.043	1.17	1.18	2.00	2.47
Washington	35,000[2]	112.615	958,111	1,795,795[4]	1.30[2]	1.50	2.74	3.75[4]
Oregon	160,000[2]	307,031	805,979	1,594,420	1.65[2]	1.76	2.57	3.85
California	1,713,431	2,864,571	5,187,162	6,909,351	2.93	3.31	4.29	4.65

[1] In 1898–99.

[2] Approximately.

[3] In 1889–90.

[4] In 1897–98.

[5] In 1896–97.

THE SCHOOL REVENUE ANALYZED.

State or Territory. (1899–1900 unless otherwise indicated.)	Average Amount Raised Per Taxpayer (*i. e.*, Per Adult Male). From Permanent Funds and Rents.	From State Taxes.	From Local Taxes.	From all Other Sources.	Total Amount Raised Per Taxpayer.	Amount this Will Provide for Each Child 5 to 18 Years of Age.	Amount Required from Each Adult Male to Provide $1 for Each Child 5 to 18 Years of Age.	Per Cent. of the Whole Revenue Derived From— Permanent Funds and Rents.	State Taxes.	Local Taxes.	Other Sources.
1	2	3	4	5	6	7	8	9	10	11	12
United States	$0.45	$1.72	$7.34	$1.15	$10.66	$9.79	$1.09	4.2	16.1	68.9	10.8
North Atlantic Div	.17	2.00	9.99	2.17	14.33	16.39	.87	1.2	13.9	69.7	15 2
South Atlantic Div	.22	1.93	2.80	.55	5.50	3.67	1.50	3.9	35.1	51.0	10.0
South Central Div	.55	1.85	2.00	.31	4.71	3.14	1.50	11.8	39.3	42.5	6.4
North Central Div	.69	1.04	9.00	.96	11.69	11.07	1.05	5.9	8.9	77.1	8.1
Western Division	.59	3.19	6.85	.69	11.32	17.86	.63	5.2	28.2	60.5	6.1
North Atlantic Div.:											
Maine	.89	1.57	5.95	.00	8.41	10.41	.81	10.5	18.7	70.8	0.0
N. H. (1898–99)	.00	.31	6.76	.74	7.81	11.00	.71	0.0	3.9	86.5	9.6
Vermont	.49	.83	6.30	.12	8.44	10.48	.81	5.8	9.9	74.6	9.7
Massachusetts	.20	.00	16.26	.14	16.60	21.55	.77	1.2	0.0	98.0	0 8
R. I. (1898–99)	.14	.99	10.43	.42	11.98	14.23	.84	1.1	8.3	87.1	3.5
Connecticut	.58	1.16	8.50	.65	10.89	13.89	.78	5.3	10.6	78.0	6.1
New York	.11	1.63	10.53	3.72	15.99	19.20	.83	0 7	10.2	65.8	23.3
New Jersey (1898–99)	.44	4.34	6.98	.01	11.77	12.94	.89	3.7	36.9	59.3	0.1
Pennsylvania	.00	3.14	8.39	2.69	14.22	14.16	1.00	0 0	22.0	59.0	19.0
South Atlantic Div.:											
Delaware (1889–90)[1]	1.24	.12[2]	4.32	.00	5.68	5.68	1.00	21.8	2.2[2]	76.0	0.0
Maryland (1898–99)	.18	2.37	5.92	1.10	9.57	8.49	1.13	1.8	24.7	61.8	11.7
Dist. of Columbia	.00	.00	15.74	.00	15.74	17.77	.91	0.0	0.0	100.0	0.0
Virginia (1898–99)	.11	2.30	2 25	.14	4.80	3.21	1.49	2.4	48.0	46.9	2.7
West Virginia	.19[3]	1.62[1]	6.15	.94	8.90	6.30	1.41	2.1[3]	18.1[1]	69.1	10.7
N. C. (1897–98)	.15	1.96	.06	.37	2.54	1.52	1.67	5.8	77.1	2.2	14.9
South Carolina	.00	1.95	.41	.57	2.93	1.61	1.81	0.0	66.5	14.0	19.5
Georgia	.44	2.31	.77	.76	4.28	2.61	1.64	10.3	54.1	17.9	17.7
Florida	.27	.68	4.06	.22	5.23	3.87	1.35	5.2	13.1	77.7	4.0
South Central Div.:											
Kentucky (1896–97)	.24	2.66	2.22	.40	5.52	4.09	1.35	4.4	48.2	40.3	7.1
Tennessee	.28	.00	3.32	.33	3.93	2.62	1.50	7.2	0.0	84.5	8.3
Alabama	.38	1.93	[4]	.50	2.81	1.69	1.66	13.6	68.7	[4]	17.7
Mississippi (1898–99)	.42	2.11	1.59	.14	4.26	2.44	1.75	9.8	49.6	37.3	3.3
Louisiana	.17	.94	2.39	.19	3.69	2.42	1.52	4.6	25.4	64.8	5.2
Texas	1.52	3 03	1.33	.19	6.07	4.14	1.46	25 1	49.9	22.0	3 0
Arkansas	.11	1.38	3.23	.07	4.79	3.07	1.56	2.3	28.8	67.5	1.4
Oklahoma	.00	1.05	3.59	1.17	5.81	5.96	.97	0.0	18.1	61.8	20.1
North Central Div.:											
Ohio	.23	1.53	9.41	.47	11.64	11.35	1.03	2.0	13.2	80.9	3.9
Indiana (1897–98)	.93	2.35	7.23	.69	11.20	10.29	1.09	8.3	20.9	64.6	6.2
Illinois	.67	.74	11.77	.57	13.75	13.63	1.01	4.8	5.4	85.6	4.2
Michigan (1898–99)	.46	.99	7.38	.64	9.47	10.06	.94	4.8	10.5	78.0	6.7
Wisconsin	.33	1.04	7.98	.91	10.26	9.39	1.09	3.2	10.1	77.8	8.9
Minnesota	1.30[3]	1.26[1]	6.59	2.15[5]	11.30	11.28	1.00	11.5[3]	11.2[1]	58.3	19.0[5]
Iowa (1898–99)	.20	.00	12.79	1.54	14.53	13.10	1 11	1.4	0.0	88.0	10.6
Missouri	.69	1.13	5.88	1.03	8.73	7.39	1.18	7.9	12.9	67.3	11.9
North Dakota	4.57	.00	9.48	.15	14.90	16.72	.89	30.7	0.0	63.6	5.7
South Dakota	.00	2.14	12.85	.67	15.66	15.73	1.00	0.0	13.7	82.1	4.2
Nebraska	1.74	.54	7.45	3.37	13.10	12 38	1.06	13.3	4.1	56.9	25.7
Kansas	1.07	.00	9 87	.39	11 33	9.63	1.18	9.4	0.0	87.1	3.5
Western Division:											
Montana	.00	.00	6.13	.45	6.58	18.04	.36	0.0	0.0	93.4	6.6
Wyoming	1.05	.00	5.42	.61	7.08	14.78	.48	14.8	0.0	76.5	8.7
Colorado	.54	.00	11.09	1.91	13 61	24.74	.55	4.0	0.0	81.5	14.5
New Mexico	.00	7.05	.65	.00	7.70	8.03	.96	0.0	91.5	8.5	0.0
Arizona	.00	.23	4.47	1.00	5.70	8.91	.64	0.0	4.0	78.5	17.5
Utah	.46	4.08	10.55	.95	16.04	12.95	1.24	2.8	25 4	65.8	6.0
Nevada	5.87	.59	5.18	.02	11.66	24.40	.48	50.4	5.1	44 4	0.1
Idaho	.62	2.79	3.98	1.03	8.42	11.61	.73	7.3	33.1	47.3	12.3
Wash. (1897–98)	.63	3 93[6]	5.60	.24	10.40	19.27	.54	6.0	37.8[6]	53.9	2.3
Oregon	1.38	.00	8.29	1.44	11.11	14.68	.76	12.4	0.0	74.6	13 0
California	.41	5.75	6.29	.23	12.68	20.45	.62	3.3	45.4	49.6	1.7

[1] Approximately.
[2] State appropriation for colored schools.
[3] In 1897–98.
[4] Not reported.
[5] Includes receipts from bonds sold.
[6] Includes some local funds.

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